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Elementary ENGLISH

An official organ of the NATIONAL COUNCIL OF TEACHERS OF ENGLISH

211 W. 68th Street, Chicago 21, Illinois

FOUNDED, 1924, BY C. C. CERTAIN

JOHN J. DEBOER, *Editor*

UNIVERSITY OF ILLINOIS

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Published
October through May
\$3.50 per year

APRIL, 1950

- 209 Once Upon a Time
MARY HARBAGE
- 212 Differences in Family Patterns
ADELAIDE SCHRAEGLE
- 219 "You've Got To Be Carefully Taught"
COMMITTEE ON INTERCULTURAL EDUCATION
- 222 By the Way of Literature
LILLIAN J. DOHERTY
- 226 Intergroup Education Through Literature
LILLIAN FRANC
- 230 A Program in Remedial Reading
ROSE LAFFEY
- 240 Education and Radio
LILLIAN E. NOVOTNY
- 247 Readiness and Language
HELEN HEFFERNAN
- 254 Reading of Fourth Grade Children
SHIRLEY HATCH AND WILLIAM D. SHELDON
- 261 The Individual and His Writing
LOU LA BRANT
- 266 Look and Listen
- 270 The Educational Scene
- 274 Review and Criticism

ELEMENTARY ENGLISH is published monthly from October to May by the National Council of Teachers of English at 211 West 68th Street, Chicago 21, Illinois. Subscription price \$3.50 per year; single copies 45 cents. Orders for less than a year's subscription will be charged at the single copy rate. Postage is prepaid on all orders from the United States, Mexico, Cuba, Porto Rico, Panama Canal Zone, Republic of Panama, Dominican Republic, El Salvador, Argentina, Bolivia, Brazil, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Nicaragua, Peru, Uruguay, Hawaiian Islands, Philippine Islands, Guam, Samoan Islands, Virgin Islands and Spain. Postage is charged extra for Canada and for all other countries in the Postal Union as follows: 24 cents on annual subscription (total \$3.74), on single copies 3 cents (total 48 cents). Patrons are requested to make all remittances payable to THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH in checks, money orders, or bank drafts. Claims for missing numbers should be made within the month following the regular month of publication. The publishers expect to supply missing numbers free only when losses have been sustained in transit and when the reserve stock will permit. All communications should be addressed to THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 211 West 68th Street, Chicago 21, Illinois. Entered as second class matter December 30, 1942, at the post office at Chicago, Illinois under the Act of March 3, 1879. Additional entry at Seymour, Indiana.

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Printed in the U. S. A.

ELEMENTARY ENGLISH

VOL. XXVII

APRIL, 1950

No. 4

Once Upon A Time

MARY HARBAGE¹

The Once-Upon-a-Time Stories had their beginning one snowy blustery school day late in January. It was far enough along in the year that what had been thirty-five individual children and one teacher had become a comfortable group. In fact, with these particular boys and girls it was more than a group feeling; we were living so easily and satisfyingly together that we were much like a family.

Somehow on this day, so cold and blowy outside, a story to be read aloud from a book hardly seemed the right way to complete our day together. It would have violated our "oneness." Nor did any one of my repertoire of stories to tell seem exactly fitting and proper.

I quickly thought back to my childhood and my home and the sort of thing which always seemed to happen when there was this rich feeling of warmth and satisfaction. As a family we "remembered"—remembered the family jokes, the stories, the happenings, and laughed and enjoyed them together again. Hasn't your family done this very thing? Perhaps it happened as you sat around the table after dinner or by the fire in the evening. Our family remembering always seemed to start when we were all pressed into service to crumble the bread for the turkey stuffing. It is at such together-and-

unhurried times of family living that remembered stories are at their best.

So—on that January day I started remembering and said, "Once-upon-a-time—when-I-was-a-little-girl" — and then went on to tell about how I had been given a little stove on which I could really cook; how my sister and I had fixed up the most wonderful of playhouses around it; the shopping trip to get the pans and spoons, a skillet and a tiny kettle; and right on to the "now" ending of the story—"And in the apartment in which I live if I want to heat some water for coffee or cook just one egg, I use the little aluminum kettle or the tiny iron skillet I bought for the play house which grew around a stove on which you could really cook."

Perhaps if I had known how very popular these stories were going to be, I would have given them a shorter title. But to this day they are called "The Once Upon a Time When You Were a Little Girl Stories." Since one story had been so very popular I began to dig back in memory for others, and there came into being a whole series of stories through which I shared the joys and sorrows of my growing up, with the children.

There are so many of them! One sure

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hit was about Beauty, a pony with a mind of her own, and the pony cart. How boys and girls laughed about the Bonnie Blue Bell, a most erratic boat which always turned over when in mildly deep water. They wiggled with delight when they heard about the way I refused to cut my sixth birthday cake (being enchanted with the pink icing) and kept it in the buffet until my mother firmly announced some years later that it must go!

They were simple stories of a little girl growing up in an Ohio farm community, and children never seemed to tire of hearing them. I became even more real and human to them. Children who did not have a warm and secure family life found comfort in mine; and if someone just couldn't resist being naughty now and then, well, teacher must know how it felt. Hadn't she been naughty too?

In all the rest of my teaching days I used these stories, but it took me a few years to discover that I was not making the best possible use of this type of story telling. Just as enchanting to boys and girls were the ones which began, "Do you remember way last fall when you had been in this room for four weeks and one day we decided" — and we were off and away on the story of the group's activities and achievements.

The very best use of the once-upon-a-time stories just happened as children began to tell their own "rememberings" or "pretendings." These stories came so frequently and were of such value that rarely did I have to look far for excellent reading material for the group.

Three children came in breathless one fall day and said,

It was raining Ginko leaves.
The walk was completely covered.
There was a solid path of them.

That was a lovely story to write down then and a nice one to "remember" and turn back to and read again.

Lee's story brought forth a good giggle from everyone and was asked for again and again. Picture a mite-sized six-year-old with all the natural instincts of a clown saying,

Once I went fishing with Daddy in Maine.
Something pulled on my line.
I thought it was a snapping turtle.
I yelled, 'Help, Daddy help!'
and ran to the car and shut the door.
Daddy pulled it in and it was a big old fish.
Mommy canned it and it rotted!

Elizabeth's stories always had rhythmic appeal and were enhanced by a most dramatic delivery. The children called this one "The Cat Story."

It was just midnight.
I heard a sound.
The cat jumped in the kitchen window.
It went Pitter-patter, pitter-patter,
Thump-thump-thump!

How satisfyingly good it is to feel, now and then, much older and wiser than someone else. The whole group smiled indulgently as David told his story.

This is my little brother's birthday.
He thinks he is two hundred years old,
But he is not even six.
He is only four.
I gave him a tractor.

Many adults had funny stories to tell of the difficulties which came with the advent of parking meters in our little town. It was not their province alone, for Allan came to school one morning bursting to tell this one.

Father gave me a penny to put in the parking meter.

I put the penny in the wrong meter.

When we came out there was a ticket on the car.

We went to the police station.

It only cost ten cents.

Many children have to be helped to the time when they can tell a whole story. Perhaps you can incorporate a phrase or a sentence of theirs and make it into a good story.

Tommy was quite inarticulate early in his first-grade experiences, but one day as he was helping prepare lunch for the group, he looked at the box of straws and said, "It looks like a beehive." It was much easier for Tommy to talk after he had heard me tell his story and all of us had appreciated his fine description.

Lynore grew in her story-telling ability after I had written two beginning sentences to fit her delightful concluding lines.

Lynore found an oriole's nest.

She showed us how it hung in a tree.

She said, 'It is made of string and horse-hair.

It is as soft inside as a mitten.'

These are all good stories, and I have collections of literally dozens like them. Only a few things went into their making: a time for children to talk freely and without fear of being corrected either as to their subject of conversation or their patterns of speech, an appreciative and sympathetic audience, someone to notice imagery and point up the delightful use of words, and a satisfied feeling of having really made a contribution to the group's pleasure when the telling time was over.

For the teacher who is making all of these uses of the story times, there is still

another richly rewarding and highly amusing way in which she can contribute to the fun of a group of boys and girls. Someday try telling a story which weaves in the matter-of-fact everyday living of the children to such an extent that they can easily identify themselves, then take off for realms of fantasy. Then each child can achieve and know high adventure. Such stories have to be teacher-started and teacher-guided, but boys and girls soon catch the spirit and the mood of such gay story telling and delight in working out together the next "chapter." There are many opportunities to learn the makeup of a good story with never a direct word about it—pointing up a good beginning, highlighting the way someone has worked up to a climax, or showing that someone has sensed the good stopping place.

Stories designed to help the individual child through some difficulty are a happy solution to many a problem. Mary Ellen talked continuously. I could hardly see how she managed even to get her breath, and as for someone else getting a word in edgewise, there wasn't a chance! Something had to be done about Mary Ellen, something more effective than the gentle remonstrances she had received (which helped for all of an hour.) The one time of day she listened was during story time and then she was a rapt and wide-eyed listener. As I talked the problem over with my mother, the idea of a story about "Princess Bubble Lips" was conceived. The story lasted for just a week and related the tale of the oldest princess of a royal family and the great concern of the whole court because she talked so much that they could teach her none of the things she must

(Continued on Page 218)

Learning To Meet Differences In Family And Community Patterns

ADELAIDE SCHRAEGLE¹

Teachers need to set a classroom atmosphere for understanding differences in family and cultural patterns, and to select books to help children learn about these patterns.

Quite some time ago, a Pilot Committee of six Cleveland Major Work Class teachers under the guidance of the Consultant, Margaret Heaton, and the Supervisor, Dorothy Norris, was formed, first to experiment, and second, to interest other Major Work Class teachers in the use of:

1. Sociometrics.
2. Parent conferences.
3. Many types of discussions as an approach to intergroup understanding.
4. Activities which meet children's needs.
5. Diagnostic questions, such as "Three Wishes", to help children live and work harmoniously with maximum communication and participation.

This article will tell briefly some of the ways these teachers dealt with their problems of learning to meet differences in family and community patterns.

Since our Major Work boys and girls come from varied communities with contrasting family backgrounds and school customs, the problem of adjustment is very important. One class chose a pupil host and hostess to welcome newcomers, built

a chart of *Who's Who in Classmates*, gave daily talks or hobby reports, and used sociometric grouping to shorten the period of adjustment.

Sociometric grouping for seating arrangements, field trips, and committee work appealed to the children because as they realized that their ideas and feelings were being considered they gained a sense of belonging.

These children evaluated the sociometric method of seating or grouping by saying:

1. We do better work.
2. We enjoy our work more when we're sitting with friends.
3. It makes us think we can be trusted.
4. I like Marva, but we shouldn't work together. We laugh too much as we think the same way. So I chose to work with Sandra instead.
5. I never liked her until she came into the Major Work. I used to think she thought she was better than anyone else, but now either she has changed or I have. She was so quiet, I didn't know her. Now we are friends.

The teacher-pupil interviews were most profitable. The needs of the group were more readily discerned, pupil and teacher began to understand each other's motives, and unhealthy attitudes were more easily eradicated.

Parent-teacher interviews for the purpose of getting acquainted had a two-fold purpose. Miss Schraegle is a teacher in the Cleveland, Ohio, Public Schools.

value. They shed light upon many of the child's actions and causes of misunderstanding, and paved the way for excellent parent-teacher cooperation when some unforeseen difficulty arose concerning the child.

Class discussions of books concerning newcomers to America gave these children a chance to experiment with questions which compared feelings about situations in their own lives with those of book characters. Some discussions were based upon a chapter-by-chapter discussion of a book read by all members of a group. Again a book or short story was read by the entire class, after which the class divided into groups with a pupil leader to discuss one question or phase. After the various group discussions were held, the class met as a whole to evaluate the findings of each group as reported by the leader. Each child was also responsible for a book which had the theme, Adjustment of Newcomers to New Places. The group compared how the character in each book reacted to the problem, which gave the children an opportunity to compare problems from book to book.

Experiences of parents and friends were compared with those of story and history book friends who came to the United States. The book, "Peoples of Cleveland," and the interviews with relatives and friends, substantiated many of the children's findings in fiction.

Interesting writing was obtained through letters, motivated by a desire for information, or, to thank Cleveland friends or relatives who loaned them exhibits, the Western Reserve Historical

Museum, and the Leon Tong Organization.

Titles for posters and a frieze, and book reports, in which the children gave their reactions rather than a resume of the story, were other methods of getting them to project their feelings.

Introductions gave this group skill in meeting newcomers. Each newcomer was introduced to the class. Thirty-nine children were introduced to the school at a Council Meeting.

Two classroom discussions and a culminating program to which parents were invited, gave the parents from these different communities not only an idea of what the school was trying to do, but a glimpse into the lives and thinking of boys and girls with whom their own child was working daily.

In another area, the pilot teacher had been endeavoring for a long time to develop helpful human relation experiences. There was a need to find common bonds and experiences which would help to weld these children into a single, friendly, co-operative working group, and to understand the real meaning and true value of criticism. Here again the sociogram was used for grouping and for ascertaining the difficulties in pupil relations. Each child had a chance to share, and to tell, about his prized possession, with the group.

Real feelings and situations which these children brought to the vicarious experiences of books were revealed when the following points with such books as *Secret Garden* were discussed:

- (a) Characteristics which make people like you.

- (b) Characteristics which make you happy and pleasant.
- (c) Characteristics which discourage friendship.

Bright April:

- (a) Your reactions if you were in April's place.
- (b) Qualities which made April's mother worthy of admiration.
- (c) Effect of the fine training April received.

One Hundred Dresses:

- (a) A discussion of how these children had rejected others because of clothes or newness to a situation.

These children became more friendly, and far more considerate of each other as evidenced by this remark, "Eleanor hasn't said anything. I think we should give her a chance to express her opinion," and one boy saying, "I found if you are friendly with anybody, they will be friendly to you."

The remarks which these children made about books revealed their race prejudices. The teacher was alert to the group's need to understand, and acquire, friendliness for others. The question of why Jewish teachers were absent in September was a starting point. A series of reports and discussions about Jewish customs and ceremonies were prepared, comparing Christian and Jewish holidays, customs, etc.

This group continued its reading and speaker project by reading four books about newcomers to America and by having guest speakers representing nationality groups. Then followed a series of

round table discussions, dramatizations, explanations of pupil-drawn pictures, enlivened by the children's personal experiences gained from related reading, and the comparisons noted by the children's reading, *A Boy Named John*, *Maminka's Children*, *They Came From Sweden*, and *Elin's America*.

A play, "Santa's North Pole Conference," and related human relations stories for Book Week opened up other nationality customs and problems to these children. This excerpt shows how the children reacted, "It's not the color, but the heart within that counts. You wouldn't want anyone to make fun of you."

These diagnostic questions were used to write compositions which also revealed pupil needs: Why I am Thankful, What Holidays Do You Like Best, What Is The Most Precious Thing To You, Who In Your Family Is Closest To You?

Another group, which had many of the same needs of extending its experiences that this last group had, worked out the unit, "Why People Move Around in America." The home and community were used as a source for obtaining information and emotional reactions concerning when, how, and why people came to America. After interviewing parents, grandparents and neighbors, the children shared their findings with their classmates as to why people came to this country.

These experiences made them ready to identify themselves emotionally with the Italian family in *Golden Gate*, the migratory family in *Blue Willow*, the English lad of 1726 in *The Land He Loved*, and Nanka of *Old Bohemia*. Because of the

references to the Blue Willow Plate (a family treasure) each child brought in one or more articles which reminded his family of the place from which it came, and shared with his classmates the stories connected with these treasures.

During the reference readings and discussions in history, the children discovered that the early comers faced the same problems and came to America for the same reasons as their families and friends.

A bake sale was held for the school which included various kinds of choice pastries baked by the mothers and grandmothers, typical of the land from which they came. Booklets containing these favorite recipes were compiled by the children, and taken home for Mother's Day.

The settlement of the United States from early times to the present, was made more vivid and realistic through a discussion of World War II, and what it did in giving their families contacts with people outside of Cleveland. A large world map was drawn and filled in to show their world contacts with parents and ancestors, the settings of the stories discussed, and World War II.

Here again using sociometric grouping, other types of book discussions were tried for the presenting of similar reasons, *Why People Move Around in America*. Because of the changes which took place in the habits and attitudes of the children as evidenced by the contact with other children from the same school, it was felt that the unit and sociometric grouping had been successful. The cooperation of the parents and their keen interest in the unit was another evidence.

A fourth group presented an entirely different problem. In this group of ten and eleven-year-olds the problem was lack of diligence, and a sense of responsibility. These children wrote compositions about their "Three Wishes." About fifty per cent of the wishes were for material things, and another large per cent concerned desires for just their own family. There were very few problems troubling them.

To broaden their outlook and to create a sense of responsibility toward themselves and others, again the sociogram was used to facilitate working in groups for discussions, for reading and reporting on books dealing with friendship themes, handling of one's own disappointments, and the pleasures derived from helping others. Such stories as *One Hundred Dresses*, *Bramble Bush*, *Hepatica Hawks*, *Bright April*, *Call Me Charley*, *The People Upstairs*, *Hidden Valley* and *Rooster Club* were a few of the fifteen books that were read. Panel discussions, emphasizing the main theme, were used with these books under the leadership of a child chosen by the group. Other children entered in with their experiences, opinions and evaluations.

All concerned agreed that a large number of children benefited noticeably by the sociometric grouping, but emphasis was still needed in developing a sense of responsibility. The view point of the class towards others changed with a general tendency to give "credit where credit was due, regardless of race, creed, or color." There was a great deal of interest in a somewhat different form of discussion. The "open question" brought a wide range of response, and gave the children an op-

portunity to answer in many ways. These reactions gave the teacher clues to personal feelings and opinions.

Parent conferences are recommended as one means by which teachers and parents can work together to develop a sense of cooperation and responsibility in children. Under the guidance of the principal, one teacher invited a group of ten mothers, who were a representative cross section of her class. Every effort was made to keep the situation informal, friendly, and mutually helpful.

The invitation stressed the social aspect, a chance for the teacher to know the parents of the new group of pupils, and to discuss with them the adjustments of pupils leaving primary grades and entering upper elementary. The parents were willing to speak freely, so problems of family relationships and home adjustments were revealed. Each mother gave an insight into the child's behavior and his home background. The principal and teacher were able to raise worthwhile questions such as: What can the school do to help you with your problems? What causes these conflicts? There was opportunity for some fundamental psychological principles to be discussed.

This type of conference had three values:

1. It offered a chance for a little adult education, where it was most needed.
2. It promoted a feeling of friendliness and cooperation among the families of different backgrounds by a recognition of common problems, each giving his best to help others.

3. It expedited future dealings between teacher and parent because there was a closer understanding as to each one's purposes and objectives as far as the pupils were concerned.

In another group a survey of the needs of the class as to its social behavior was made. Some of the children were not accepted because of their behavior in the classroom, and others because of their lack of participation in group activities. Books selected from the *Reading Ladders for Human Relations*, dealt with the problems of acceptance and rejection. One of the sets of books chosen was *Call It Courage* by Armstrong Sperry, which was discussed informally chapter by chapter.

During these discussions the children were given an opportunity to project what they felt and thought, to use the problems or other incidents of the story to compare:

- (a) With their own personal experiences.
- (b) With experiences they'd had by reading other books.
- (c) With experiences related to them by adults or friends.
- (d) With experiences obtained from movies, radio, magazines and newspapers.

In comparing their experiences with those of the main character in the story, Mafatu, the son of the chieftain who was rejected because he feared the sea, the children discovered several had a fear of the water, of the dark, and of talking in a group. Suggestions were given on how to solve their problems. Carolyn's reaction was related in the following statement:

"This
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"This book showed me that fear *can* be conquered if you are determined. Mafatu won the respect of his people because he conquered his fear of the sea and showed he could take care of himself." Helen wrote a fitting summary of the story in this reaction: "This book taught me that if you have a problem, do not go in a corner and sulk. Do something about it, like Mafatu did. Try to conquer this fear. I was left out when I moved into this neighborhood. The children would not play with me at first. Day by day I went back, and now we play very well together. Mafatu had an experience something like mine. The other boys would not play with him. Mafatu did something about it, like I did."

As it isn't always possible to obtain all the books listed in sets, this teacher and class planned to use individual books for outside reading, which were obtained at the public branch libraries.

The books chosen for their special problems were: *Giant Mountain*, *Gid Granger*, *The Land He Loved*, *Michael's Victory*, *The Village That Learned To Read*. Groups of three pupils were to discuss one book. Again, as in several other Major Work classes, the children chose classmates with whom they wished to discuss. Adaptations of questions given in the *Reading Ladder for Human Relations* were the bases for these panel discussions. When the group had finished the discussions, the chairman invited the rest of the class to ask any questions or make comments. This type of discussion not only gave the child an insight into different types of behavior, but gave him an opportunity to understand people and their

problems better, not only in their own communities, but communities in the different parts of the United States as well.

All children have problems. They may not seem important to us, but they are very real to them. Reading and discussing books which tell about having similar experiences may help solve or minimize their problems, and help build a healthy mental attitude toward life, ease tensions, and through understanding help develop better human relations.

To summarize— these, briefly, are the devices we used in our Pilot Committee of Major Work teachers:

1. Selected references to supplement language arts and social studies courses were used with the purpose of giving pupils further insight into the customs and modes of living in various sections of the western hemisphere.
2. Sociograms have been used in classrooms to determine the degree of acceptance and rejection of pupils by their fellows.
3. Panel discussions have been held by pupils of a series of selected books, which dealt with various aspects of human relations.
4. Maps and friezes were drawn in conjunction with units dealing with intergroup relationships.
5. Pupils brought art objects and other articles from their homes, the objects having originated in the countries from which their parents, grandparents, or more remote ancestors had come. Displays for the various countries were set up in classrooms.

6. Pupils interviewed parents and grandparents in connection with social studies units dealing with migration to the United States.
7. Class groups discussed the religious significance of holidays observed by various groups of people.
8. The ways children celebrate Christmas throughout the world were dramatized.
9. Letters were exchanged between

pupils and children of similar age living in foreign countries.

10. Classes from schools in various parts of the city exchanged visits.
11. Joint conferences were held by teachers and parents on home and school relationships of children.

Some experiences have been more satisfying than others. Our best course seems to be to select those procedures that are best suited to the needs of the class concerned, experiment with them, and then share our successes and failures.

ONCE UPON A TIME

(Continued from Page 211)

know to be a good princess and a wise queen. Strangely enough, the princess was just nine years old. She had sparkling blue eyes and very straight yellow hair, with perky bows in it! The six younger princesses all had faults too (of the kind one can overcome.) And six other little girls began to listen with a special look on their faces.

The king and queen tried everything they knew to help their seven daughters overcome their difficulties, and always their greatest worry was Bubble Lips, for she would someday be the queen. After wisemen and godmothers and astrologers had all failed to help her, in desperation the king let a witch cast a spell over Bubble Lips—and it “took” too well. She could not talk at all! The rest of the story tells how the other princesses all overcome their own careless or selfish faults through trying to help Bubble Lips and make her silent life a happier one. Of

course the right fairy god mother restores the power to speak to Bubble Lips and during the months of enforced silence she learned that there is a time to talk and a time to be still! There is no doubt this story played its part in helping Mary Ellen and six other little girls take a look at their behavior and try consciously to do something about it.

Every part of a school day is valuable—the working time, the singing time, the hours spent building and constructing, the resting and the quiet times, the time spent finding out. Now and then we have had to borrow from one part of a day to finish up a special piece of work because enthusiasm was so high that by mutual consent we went right on with one activity and slighted something else. But there was an understanding that every day had its story time—without question and without fail—for I knew that out of it came some of our greatest gains.

"You've Got To Be Carefully Taught"

COMMITTEE ON INTERCULTURAL EDUCATION¹

You remember in "South Pacific" the bitter comment on prejudice:

"You've got to be taught to be afraid
Of people whose eyes are oddly made,
And people whose skin is a different
shade."

Children need to understand so much about one another. In every class there are differences: differences in sizes of families and what for each person constitutes his family, differences in talents or capacities, in mental and emotional ability to attack different kinds of experiences, differences in physical growth patterns. All of these, and dozens of others, constitute bases for activities that can direct children's understanding toward familiar differences and discriminations, and, through children's appreciation of the near at hand, can broaden social concepts.

We who teach select classroom activities through our knowledge of human development. Let us say that in a primary class is Mac. He is six, physically sound, well-dressed, intelligent. But whenever Mac can find the opportunity he hits his classmates hard enough to hurt them, he bites and yells, and seems to be uncontrollable at times. Or in sixth grade we have Joe who is always clean and neat. His young hands look as if they did a good deal of hard work. In class Joe is quiet and obedient. He is absent occasionally. One day after school we see Joe selling papers on a busy street corner. He says, "I can't come back yet. My dad was laid off and he usually gets our meals and keeps the place

up. Me and my dad's got a room on Alder. Dad's sick. I gotta be home for a while." Or maybe in ninth grade it is Kaz Watanabe. Except that his eyes and skin coloring are somewhat different from the majority in his class, Kaz is like all the others. He boxes, he is one of the school's disc jockeys, he earns his own spending money in the market, he reads and writes well. Each of these three boys has a home, yet to each it is something different. Each has an infinite number of other differences. Yet each, also, has some things in common with his peers; each has interests and experiences in common with others of his age. Each needs to be understood by his peers and the teacher. Each needs to grow up, and to be afforded opportunities for growth experiences. No boy's needs can best be met by singling him out for his unfamiliar differences. Mac in common with every other child in the room is on the long road toward adulthood. He needs among many growth experiences to identify himself with his sex group emotionally and intellectually, to develop the ability to give and receive affection, to accept and demonstrate self-responsibility and responsibility for others. Joe needs to have an opportunity to identify himself with his own sex group and age mates, to learn new and unfamiliar social and motor abilities. He already has developed a high self-responsibility. Kaz, too, needs a com-

¹Louise Noyes, Chairman. This article was prepared at Miss Noyes' suggestion by Nellie Appy Murphy.

mon identity with his peers, but also a chance to demonstrate among them superiority in certain much-admired respects. Each boy has, of course, complex patterns of need, but the teacher who understands what is normal to human beings in the emerging stages of growth can guide children and adolescents into maturing experiences. It is our assumption that because the activities are common to most of the participants and needed by all as maturation experiences, they will help to create common understandings. If, for instance, by working with Kaz the students come to be friends with the boy, the teacher has a basis for extending their understanding to other people and, perhaps, to other racial groups. But, unless something provides them with a chance to know and like Kaz, they may miss, also, the broader social understanding of basics in all people.

No amount of reading, alone, and certainly no limited number of readers or classics, alone, will help others understand Kaz as much as will common activities with him. Reading, however, might be one of those activities. The first thing we need to know, as teachers, is what the normal developmental experiences are in the five generally accepted growth stages: infancy (birth-3 years), early childhood (3-9 years), late childhood (9-13 years), early adolescence (13-15 years), and later adolescence (15-21 years). Then we need to become familiar with books, periodicals, films, radio programs, and other means to help children, through these media of communication, gain understanding of themselves as they grow up. We can facilitate their growth by reading experiences.

There are some recent books that illustrate this point: Irma E. Webber has written a group of books presenting facts of the world about us. One of the tasks of early childhood, according to Gerthron Morgan of the Institute for Child Study, the University of Maryland, is exploration of the adult world through fact and fantasy. For the facts Webber's books would be helpful, such books as *It Looks Like This or Anywhere in the World*. Webber's *Bits That Grow Big* is about plant reproduction. Fantasy is in Elizabeth Baker's *Sonny-Boy Sim* where the animals talk and play jokes, and Grandpa's fiddle plays and sings. *Boo, Who Used To Be Scared Of The Dark* (by Munroe Leaf) with its delightful cat philosopher would help a young child learn to reason out his fears. *Good work: What Will You Be When You Grow Up?* (by John G. McCullough) will help to guide a child's thinking toward exploration of possible life vocations, which is one of the maturing experiences common to later adolescence.

For what Ellen Lewis Buell calls "the middle-aged" children would be such books as *The Wild Birthday Cake* (Lavina R. Davis) illustrating a child's ability to make choices in terms of others' needs, to take responsibilities, and to achieve good relations with some adults, tasks necessary to the successful maturing of all children. *The Otterbury Incident* (Lewis C. Day) is a mystery. Love of mystery stories begins in many people in the middle years of childhood and lasts throughout life. *Treasure Mountain* (by Evelyn S. Bennett) does for the understanding of our Americans of Indian parentage what an older book, *Shuttered Windows* (by F. C. Means), does for Americans of Negro parentage.

Seatmates (Mary R. Reely), *Melindy's Happy Summer* (Georgene Faulkner), and *Ginnie and Geneva* (Catherine Wooley), all present stories for active identification with one's own sex group and age mates and acceptance of peer standards as more important than adult standards. *Fun-time Crafts* (by James Schwalbach) helps, on a common basis, interested children to refine some skills of the finer muscles, and have fun, that last being one of the greatest of the "commons."

For the later years with its tasks such as adjustment to physical change and acceptance of physical change, its establishment of satisfactory heterosexual relationships, its recognition of the worth of others, its achieving of economic independence, its relating of oneself to the universe are such books as *Swiftwater* (Paul Annixter), a combination of juvenile personal problems and nature education; *Wilderness Clearing* (Walter D. Edmonds) the story of a diffident boy and an imaginative girl brought together by environment, and of their growing up, *Cadmus Henry* (W. D. Edmonds) a Civil War story of a boy's growing into a man and his recognition as such by adults; *Eagles in the Sky* (Horace S. Mazet) story of the harsh conditions, tactical operations, and the terrific strain on pilots of aerial war in the China Sea area. *Joe Magarac and His USA Citizen Papers* (By Irwin Shapiro); Ruth Knight's *It Might Be You*, and *The Story of Phillis Wheatley* (by Shirley Graham) are three quite different but effective approaches to a recognition of the rights and worth of others. *Skyroad to Mystery*, (by Clayton Knight) *The Story of Medicine* (Joseph Garland), *An*

Omnibus of Modern American Humor (R. N. Linscott, ed.), *Horses and How to Draw Them* (Amy Hogeboom) *Punt Formation*, (Philip Harkins), *Baseball's Greatest Teams* (Tom Meany) and *Cats in Prose and Verse* (Nelson A. Crawford, ed.), all concern special interests but the special interests of many adolescents. All would satisfy interests in a great many young people and be conversation starters for discussions in the classroom.

Books are many and teacher time is limited. Budgets are often limited, also. But free reading by children with development in ability to discriminate good books from shoddy will help the teacher augment her own reading time, and activities of children in selecting and sending for a great deal of valuable free and inexpensive material, until they can work out ways to increase budgets or understanding in purse-string holders, will help the second. The A. C. E. and the A. L. A. both have reliable pamphlets on inexpensive book materials. Numbers of teachers use, also, *Elementary Teachers Guide to Free Curriculum Materials* (Educators Press Service, Randolph, Wisconsin, Price \$4.50).

For greater understanding of children try some of the following: the pamphlets, Hymes, *An Ounce of Prevention*, and Martin, *Know Your Child; How Children Develop* by the Faculty of Ohio State University School, *Bulletin 233-B* of the Department of Public Instruction, Commonwealth of Pennsylvania (esp. pp. 67-107); *Helping Teachers Understand Children* from the Child Institute studies sponsored by the American Council on Education, Olson's *Child Development* and any of the Gesell writings.

(Continued on Page 225)

By The Way Of Literature

LILLIAN J. DOHERTY¹

Early one morning in September Miss Johnson sat at the desk in her school room. She heard a thud, thud sound on the stairs. When she looked up she saw a large man standing in the door way. His voice boomed out.

"Are you the Fourth Grade teacher? Well, your kids have got to quit a'chasin by boy Stacy home with sticks and stones. They all chase him, the colored kids, the white ones, and even them Indians and Mexicans. I'm agoin' down to the Board of Education and put in a complaint."

"Won't you sit down? Did you have to get off from work to come to school this morning?" asked Miss Johnson in her very best get-rapport manner.

Stacy's father sat down and told his family story to attentive sympathetic Miss Johnson. His wife was very young. Stacy was the oldest of seven children. He was nine and his mother had no time to look after him.

Then Miss Johnson talked. Stacy's soiled clothing was never together in the right places. He had a cold without the benefit of a handkerchief or a reasonable facsimile, and his skin needed a good cleansing. Also in the school room, when he had a chance, he tripped and pinched the children.

After Stacy's father left, Miss Johnson made plans. Children may be unmindful at times, she thought, but they have understanding hearts ready to be nurtured. They must reason within themselves and choose

a code of behavior. She would guide them indirectly, by the way of literature.

Miss Johnson was reading *Melindy's Medal* to the children, a story about a little Negro girl whose problems and environment might well parallel their own.

Questions which would lead to the discussion of the book must be carefully worded. The desired results must always be kept in mind.

A. Melindy loved the gleaming new bathroom. She could easily keep clean.

B. Melindy never walked home from school with friends or with one very best friend.

C. Melindy had difficulty in learning the multiplication tables but she could play *Tramp Tramp The Boys Are Marching* better than anyone.

When Stacy returned to school after lunch, his nice skin was pink and white. His blonde hair shone. His new overalls and shirt fit. He had new tennis shoes, and even a new handkerchief. Everyone noticed the change.

"Let's all sit up here together while I read," said Miss Johnson. "You look like a million dollars, Stacy," she continued. "Get a chair and sit up here with us. Boys and girls, let's all clap for Stacy. Doesn't he look grand?"

"Oh yes," they responded and then immediately turned toward Miss Johnson, ¹A teacher in the Dundee School, Omaha, Nebraska.

who read stories with a dramatic skill which made the children eager listeners.

In the discussions which followed, the children felt free to reveal their own problems. They were able to transpose Melindy's problems to the problems within their own group.

They decided that medals were like rewards which could not always be pinned on or put in a box. A reward could be a happiness like the time Janet took Marie, the new girl, to Sunday School for the first time. Then Marie's mother asked Janet to stay to dinner.

The highlight of the discussion and something unexpected came from Asa. He was the gang's leader and the largest Negro boy. He suggested a book award. He was later made the chairman of the award committee who gave books to those who had made a great improvement in the social skills.

That night Asa stayed after school to straighten up the books on the library shelves. Stacy lingered too, as he usually did. Then Miss Johnson said since they both enjoyed books so much, they might like to work together.

At four o'clock Miss Johnson passed a box of candy and spoke about leaving. The boys shyly helped themselves from the box and left together.

This was the beginning of a lovely friendship. Every Saturday Asa and Stacy walked over a mile to the public library. Every Friday afternoon this announcement was on the blackboard. "If any of you want a book from the public library we'll try and get it for you.

Signed, Asa and Stacy".

Stacy's academic work improved. His slight speech defect vanished. He was accepted by the group and contributed to it.

Miss Johnson continued to read carefully chosen key books which gave the children observations and experiences at their own level.

Lists of extension books were posted on the bulletin board. The group read because reading had become meaningful. The concepts of human understanding which they gleaned from their reading made them aware of the lonely child.

Then Annie, who was ten years old, became a member of the group. She was really a challenge to the children. She scratched and kicked them. She scowled at everyone. She didn't tell the truth. She took things. She could read but could not write and did not understand arithmetic.

Again the unexpected happened. Tickets to see *Bambi* were being sold throughout the school and Janet announced that she wanted to take Annie. Annie hid her face in her arms on her desk. When she peeked out, first with one eye and then the other, the children smiled.

While plans were being made, Annie sat up in her seat with her head bowed down. Then Miss Johnson suggested that Janet move her seat and sit beside Annie, since they were special friends. Now Annie looked at Janet with a shy little smile. This was a new experience. Before this, she had attention only when she had done something which no one liked.

That night after school Miss Johnson helped Annie with writing. Janet stayed too because she was going home with

Annie, and get permission to take her to see *Bambi*.

The next morning Janet was very disturbed about the place where Annie lived. This could not be discussed in the school-room for the children understood the concept that each of them had a loyalty to his family and to his home which must be respected by all.

Then Janet formed the Big Sister committee. She was chairman. The committee had the help of the school nurse and the teacher. Annie cooperated with all three. She was delighted with the attention she was getting because it was strictly personal. She enjoyed looking in the mirror. Her head was clean and her lovely red hair was combed and she looked pretty.

Then one day Janet asked if Annie could tell a story in school because she told wonderful ones on the way home. This, then, became Annie's contribution to the group. She was a mimic. Her stories were so original and so funny that even Miss Johnson laughed till the tears rolled down her cheeks.

Now it was nearly time for Christmas vacation and Max was unhappy. One night after school he brought his test paper to Miss Johnson and said, "The reason I don't get a good grade is because I'm a Jew."

This came quite unexpected by, so Miss Johnson suggested that he think over what he had just said, and they would talk together the following day. She needed time to think too.

Max had artistic ability, but he was surprised the next day when Miss Johnson asked him to have charge of the room

decorations for the holidays. She said, "What do you think of this plan? In the center of the large bulletin board we might put cutouts of the scene of The Nativity and on either side we might put cut outs of the Menorah."

Max's face beamed. "Do you really think I — can the other kids help me?" Miss Johnson gave him assurance and asked him to draw the Star Of David on the board. Then she told the children that on their way home from school they could find the Star Of David over the door of the synagogue.

Paul, a delightful little Negro boy said, "I know what David played on when he's a little boy—a harp. I can sing the song for you." Paul sang *Little David Play On Your Harp*. Soon all the children were singing with him. When school was out they hurried to the synagogue and wondered why they hadn't seen the Star Of David above the door before.

Max stayed after school to work on his decoration plans. Then Miss Johnson suggested that he tell the story of Chanukah to the children and on his greeting card write Happy Chanukah. Now Max felt secure within the group and the children learned from his contribution.

Spring came. The Monday morning after vacation, the children hurried to school, each thinking that he alone had heard about Annie. She wasn't with them anymore. Her story had come over the radio and had been printed on the front page of an evening paper.

Annie had been left at a drug store one evening while her father and his house keeper went to a tavern nearby. Annie be-

came weary about eleven o'clock and called the police number which her father had taught her. When the officers came they said, "What You Again!" They took Annie to a girl's home. The children wondered if she would be happy there. Miss Johnson told them that Annie's experience of happiness with them would be a part of her always. Then they felt good on the inside because Annie's happiness and their happiness had been one.

Soon again they came to school early. They had clippings from the news paper. There was a picture of Stacy and a story underneath.

Stacy's father had two horses. A neighbor woman had a wagon. It was spring. They were headin' south. On the seat of the wagon sat Stacy's father and mother and the neighbor woman. Seven children sat in the back of the wagon and one was Stacy.

"He was my very best friend," said Asa. "I sure will miss him."

And so the days passed until it was time for summer vacation. Again Miss Johnson sat at the desk in her school room. She heard no thud on the stairs or no

booming voice; yet the room seemed alive and vibrant. It seemed to have taken on a personality. Creative art, poems, and stories were evident throughout the room. There were personal stories which told of problems, and how they were solved. The creative art gave color to the room, especially the sketch of Necessary Nellie, who wore a large red satin bow of ribbon on her neck. Then there was a sketch of Melindy showing her in her raincoat and rain-hat which had the long stemmed flower with petals made by her father out of an old hot water bottle. Across the top of the bulletin board in large red letters was this concept— *every human being is important.*

What a pleasant way to enrich the lives of children, thought Miss Johnson—
By The Way Of Literature.

Some Key Books

<i>All About Us</i>	Knox
<i>Bright April</i>	De Angeli
<i>Call Me Charley</i>	Jackson
<i>Melindy's Medal</i>	Faulkner
<i>Necessary Nellie</i>	Baker
<i>One God</i>	Fitch
<i>One Hundred Dresses</i>	Estes
<i>Petar's Treasures</i>	Judson

"YOU'VE GOT TO BE CAREFULLY TAUGHT"

(Continued from Page 221)

If, in this world of ours, children are being "carefully taught to hate and fear" it is going to take even more care, time, and understanding to teach them to love.

But it is worth it. You wouldn't be a real teacher if you thought and taught otherwise.

Intergroup Education Through Literature In The Fourth Grade

LILLIAN FRANC¹

Intergroup education through literature offers a challenge and an opportunity to each of us in the teaching field who deal with children and books, for in working out such a program we touch upon the innermost thoughts, desires, and needs of the children whom we teach. It is a program that crystalizes as it develops, making it necessary that advance planning be done only on a highly tentative basis.

In making tentative plans for a literature program stressing intergroup relations, I worked with reference to my knowledge of the children I had taught during the previous semester, a group of slow learners eleven, twelve, and thirteen years of age in the fifth grade, attending the same school in which I am teaching at the present time.

Since I am the Junior Red Cross sponsor for our building, I knew I would be doing some work of this kind, with whatever group I would have. I also knew that from the kindergarten up the children were familiar to some extent with the Red Cross program, mostly through the making of small articles for use in hospitals, day nurseries, children's homes, and similar institutions, as well as through the annual drive for Red Cross funds. A literature program stressing intergroup relations and centered around the work of the Red Cross seemed like a good thing. But, literature for elementary school youngsters rarely touches upon the work of the Red Cross

as such. The theme is not wide enough in scope and in application. However, children's literature does often deal with situations in which people need help—and the Red Cross is only one of many agencies in our society set up to give help to people in time of need. And so the central theme of my literature for human relations program became, "People Need Help"—with special notes on the Junior Red Cross.

About one-fourth of the children attending our school are first generation Americans of Italian born parentage. The other three-fourths are for the most part second generation families of Italian descent. In making a tentative estimate of the intergroup needs of my class I felt then that above all else they would need to learn to accept the fact of their Italian parentage without necessarily being ashamed of it or letting it in any way hinder their participation in groups outside their own immediate community. I based this assumption upon a rather heated discussion that came up one day in class as to the advisability of changing names—George Gavanditti to George Gavan, or Lorenzo Sacko, to Lawrence Sack, for instance. The children thought it seemed best to change their names. "People won't know we are Italian—they won't call us Dago," they reasoned.

But what fits one group doesn't always fit another, even within the same school.

¹William H. Brett School, Cleveland, Ohio.

In reading excerpts from *Petar's Treasure*, by Clara I. Judson, to my present home-room class, a group of nine, ten, and eleven year olds in the fourth grade, I purposely included a part where Petar is called a Greenhorn. "How do you suppose Petar felt? Did you ever feel as Petar did then?" I asked, expecting a discussion of rejection because of nationality.

"Well," answered Francis, "when I was real little and could hardly carry a football, my boy friends used to call me Pee Wee. They still do. It used to get me mad, but it doesn't bother me now. They let me play with them anyway."

"Yes," continued Joanne, "the boys and girls call me Long-legs because I'm so thin and long." Several similar experiences of name-calling based on physical appearance were mentioned. However, not one experience dealing with nationality was brought up by anyone in the group.

My previous estimate of the intergroup needs of my children as far as nationality was concerned did not seem to hold. I wondered, then, how best to get a true picture of what these children really felt about being Italian. In answer to another lead question in *Petar's Treasure*, "Do you think Petar's mother and grandmother should have learned English?" the general reaction was, "Why should they? Petar was learning English. The people could speak Croatian at home [only most of the children said Italian] and the children could go to the store for the mother and grandmother."

When we asked one of the girls at our school who had come to the United States from Italy three years ago to speak to the

group about her experiences in coming to America, such comments and questions as these were made during the discussion period which followed: "Is it true that oranges grow this big in Italy? Do horses all have stars on their foreheads? Well, my father says so." There seemed no reticence there. Rather, these children seemed content to remain within their own Italian culture.

I felt then that from the standpoint of intergroup education perhaps the chief need of these boys and girls was the extension of sensitivity to and the awareness of cultural patterns other than that of their own immediate community, which is so predominantly an Italian culture.

Reading and talking about such families as Ronnie and his Père in *Giant Mountain*, the Carillos in *Very Good Neighbors*, the Flemings in *Dot for Short*, and the Parkers in *Trolley Car Family*, has brought this group into contact with people outside their own homes and their own communities. Working on the theme, "People Need Help", the children are beginning to see that all people have problems, (sometimes their own imaginary ones) that all people need help at various times, and that there are ways and means of giving this help, or of helping oneself.

Commenting on Père in *Giant Mountain*, Diane said, "In the beginning I think Père felt like he didn't want to associate with the Valley People. But I think after Ronnie played on the stage and Père began talking to the Valley People he felt like they were very nice and that he had missed a lot of fun when he didn't go to visit them."

Meeting the Carillo family in *Very Good Neighbors* my group realized that there are people who have a good bit less than themselves, but who still manage to be happy. Commenting on this family, Michael stated, "The children found a cat and then a dog. It made the family happy to get these friends."

Nothing too profound, but for nine, ten, and eleven year olds comments such as these do give some indication of an increased awareness of others and of a new sensitivity to the needs of others.

However, these comments were not typical of reactions received from my boys and girls during our early discussion periods. At first, they were reticent about expressing opinions. They began comments with "I don't know whether I should say this, but." Only later did they begin to express themselves more freely, but even then they gave no reasons for their opinions. It took several weeks to get statements like these.

I used several methods of approach in working out my literature for human relations program. The technique of reading a selection from a book and then receiving reactions and drawing conclusions from the entire group seemed best to begin with. This approach helped to arouse the interest of some who otherwise never did any outside reading. It also allowed me to select parts that would focus the attention of the group upon incidents, with intergroup implications, which also followed our theme of "People Need Help." And so our program of intergroup education through literature began by reading and discussing such passages as the breaking of Mrs. Ballard's window, the children's

first day at school, and Allen's fight with Mal, taken from the *Visiting Jimpson's*, by Irmengarde Eberle.

After introducing several books by reading selected passages, I arranged for four or five in my group to read the same book and discuss the book together around two or three specific lead questions or topics. In the discussion of *The Moffats*, by Eleanore Estes, for example, the main points of discussion were: (1) Find parts that prove that the Moffats worked together to help themselves. (2) Prove that Jane sometimes got herself into unnecessary trouble. (3) Compare the experiences of the Moffats with similar experiences of your own.

It was only when we moved into this type of panel discussion that some of the more uncommunicative youngsters began to loosen up and to give their reactions more freely. Perhaps, it seemed to them that essentially they were now talking to one another. I became part of the group, not "The Teacher."

After several panels were given, we tried making a more general outline that would fit our unit, "People Need Help", and that might be used to discuss various situations in a number of our stories. Two or three revisions were made before the group felt satisfied that the following nine questions would serve as an adequate guide for panel groups:

1. What is the title and author of the book?
2. Who are the main characters?
3. How do these people need help?
4. Why do they need this help?
5. How do they get help?

6. How would you have helped these people?
7. Have you ever had a personal experience where either you or someone you know well needed help in this way?
8. What is your opinion of the book?
9. Why do you have this opinion of the book?

While I still found it necessary to direct the discussions to some extent by throwing in a question or comment from time to time, the outline proved to be a real help to the children in making their own preparation for book panels.

Role-playing as yet another sensitizing technique developed with my fourth grade group quite naturally. One day during the discussion of *One Hundred Dresses*, by Eleanor Estes, Rose was commenting on how Maddie could have helped Wanda—"This is to show," Rose said, "If I had been Maddie I'd—" "Would you like to be Maddie, Rose?" I interrupted. A cast was selected and we had our first session of role-playing—something that almost all of my youngsters enjoy and respond to. For a while they are the other person. And one day Rose again comments, "All people have feelings," a pretty basic deduction, and Rose is from our lowest or ungraded section two years retarded, eleven in the 4A.

Besides these direct approaches in working out our program of literature for human relations, we also carried on a parallel classroom activity that gave the children an opportunity to practice intergroup relations in actual daily living. We planned and carried through an auditorium program based upon the books we

read and discussed. This program included (1) Shadow puppet and hand puppet scenes from several of our stories, (2) Character riddles, and (3) Original poetry.

The children coached each other, suggested revisions, and did their own planning. Each child participated as a speaker and as a back stage helper. This gave every child at least some practical experience in planning and working through a classroom activity in which situations where help was needed and given occurred daily.

Results in this type of teaching are hard to gauge. I think, though, that one of the most noticeable results is a certain ease and friendliness that characterizes the classroom. These children laugh easily, they let you in on their plans, they ask you questions—startling ones sometimes like "Miss Franc, did you ever have your tonsils out?" — and this without any preliminary warning. These children like school. Several have made comments to that effect at various times. We feel that perhaps this is true because they are getting satisfactions they have never before experienced.

At the beginning of the semester it was hard to get any really adequate reaction from my group. However, I would say that after several weeks all but about six of the forty-one children would volunteer for almost any activity—the rest would respond if directly asked to do so. About seven weeks after the beginning of the semester the turning point came with the discussion of *The Hundred Dresses*— as Lawrence put it, "I was just bustin' to get in."

(Continued on Page 239)

A Program In Remedial Reading

ROSE LAFFEY¹

In the Madisonville Public School, as in other schools, some pupils of average and superior mentality have reading disabilities. Some of them are reading a year to four years below their reading expectancy. The same thing is true of some of our pupils whose intelligence is below average.

The school has nine grades—Kindergarten through Grade Eight. Twelve hundred pupils—840 white and 360 colored—attend. Some have lived in Madisonville all of their lives. Others have come from private, parochial, and public schools in various parts of the United States and Europe. Eighty pupils are wards of the Juvenile Court and live at the Children's Home, or in private boarding homes.

In September, 1942, after a careful study of the scholastic attainments of the pupils of the entire school had been made, a remedial reading class was organized.

Thirty pupils from the intermediate grades were selected on the basis of greatest educational and behavior maladjustments.

A period of thirty to forty-five minutes was designated by the regular teachers for pupils to leave their classes daily to receive remedial instruction. They come in groups of three to five. The size of the group varies with the amount of individual help needed and the severity of the emotional blockings. Occasionally a child is scheduled to come twice a day.

Following are factors operating in reading disabilities of four hundred case studies. The pupils' I. Q. 's ranged from 77 to 144. The case studies include pupils I taught in Summer School, from thirty Cincinnati public and parochial schools.

¹A teacher in the Madisonville Public School, Cincinnati, Ohio. Miss Laffey credits Dr. Althea Beery and Dr. Cecelia Unzicker, supervisors, with the success of the program.

FACTORS CONTRIBUTING TO THE READING DISABILITIES OF 400 CASES

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
A. <i>Physical</i>			
I. Accidents			
a. Causing long absence	5	1	6
b. causing disuse of arms and hands	2	1	3
II. Birth injuries	2	1	3
III. Chronic colds but attend school, regularly	3	3	6
IV. Disagreeable body odors	5	3	8

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
V. Ears			
a. discharging	2		2
b. buzzing sound		2	2
c. hearing loss	7	2	9
VI. Encephalitis	3		3
VII. Eyes			
a. glasses needed	22	9	31
b. refusal to wear glasses		3	3
c. refusal to buy glasses	2		2
VIII. Illnesses causing absence			
a. prolonged	3		3
b. frequent	3	2	5
c. chronic asthma	1	1	2
d. skin disease		1	1
e. chronic ringworm	1		1
f. invalids in home	1		1
g. tuberculosis	4	1	5
h. tonsillectomies refused	2	1	3
IX. Lack of sleep			
a. late hours permitted	11	8	19
X. Low energy output	7	2	9
XI. St. Vitus Dance			
a. easily irritated by classmates	3		3
XII. Size			
a. very large but not overage	3	3	6
b. very small	1	1	2
XIII. Speech defects	5	5	10
XIV. Worms	3	1	4
B. <i>Family</i>			
I. Adoptions			
a. to replace deceased children	2	2	4
b. causing rivalry of siblings and parents		1	1
c. threatening to return child to institution	1		1
II. Death of parent or sibling			
a. suicide of mother	1		1

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
b. murder of mother by step-father	1		1
c. death of sister	1		1
d. death of older brother	1		1
III. Foreign language in home		1	1
IV. Home duties	2	2	4
V. Indifference of parents	4	2	6
VI. Irresponsible			
a. indulged by parents	3	4	7
VII. Inconsistent discipline in home			
a. parents do not agree	10	5	15
VIII. Marital trouble in home			
a. parents threatening to separate	10	5	15
b. preparations for divorce	2	2	4
c. new step-parents	4	5	9
d. new step-brothers and step-sisters	3	1	4
IX. No supervision at home			
a. both parents work	4	1	5
X. Overstimulated			
a. to come up to parents' social goal	2	2	4
XI. Poor attendance			
a. kept at home unnecessarily	2	2	4
XI. Severe physical discipline in home	4	3	7
XIII. Siblings held as examples			
a. one twin excelled other	1	1	2
b. told to be like brother or sister	5	3	8
XIV. Unwanted			
a. parents let child know he was not wanted	3	2	5
<i>C. Emotional and Social</i>			
I. Dislike for school			
a. parents belittled school	2	2	4

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
II. Insecurity			
a. afraid of teachers' criticism	15	5	20
b. afraid to speak aloud	1	2	3
III. Immature	5	5	10
IV. Jealousy	3	3	6
V. Lack of self-confidence	10	5	15
VI. Over age			
a. unhappy with peers	4	4	8
VII. Overprotection			
a. by parents	5	2	7
b. by grandparents	3	2	5
VIII. Poor peer relationship	3	2	5
IX. Poor work habits			
a. could not work independently	6	5	11
D. <i>School</i>			
I. Discouraged by poor grades	4	4	8
II. Frequent changing of schools	4	4	8
III. Previous training insufficient			
a. had been in too large classes	3	3	6
b. had many substitutes in a year	3	4	7
IV. Promoted on trial several times			
a. no feeling of security	3	3	6
V. Unfavorable reputation preceded child	6	2	8

The following questions have been asked about the class:

I. How are pupils selected?

Before school closes in June, all reading teachers of Grades Two through Seven are asked by the Principal, Mr. Harold E. Nichols, to fill out a questionnaire for each pupil who, in the teacher's opinion, would profit by attending the remedial class.

From the intelligence test rating of a child his reading expectancy is estimated. From it is subtracted the score he makes on a standardized reading test. For example, Hubert's I. Q. is 98. His chronological age is thirteen years and eleven months. His reading expectancy is Grade 8.1. He scored Grade 4.0 on the reading test. Therefore he is retarded four years and one month.

If the child has not had an intelligence test, judgments of all the teachers of the pupil, and reading test scores are used as criteria.

In fairness to a child we take into consideration that our knowledge of mental behavior and of principles of human learning is too limited to measure any one's mental ability infallibly. The social stratification that exists in our society, and the personality of the tester are also factors in a child's achievement on a test.

Any child who is reading at a level of one year or more below his reading expectancy is a candidate for the class. The thirty most retarded are selected for the class. The others are retained on the waiting list. As soon as a pupil has made sufficient progress to be excused from the class, he is replaced by the child whose name is next on the list.

II. Describe your room, equipment, and materials.

The room is twelve and a half feet by seventeen feet. It has one window, a small blackboard, bookcases, two tables six chairs and three movable desks.

The reading materials in the main consist of the same graded readers, periodicals, workbooks, games and devices for correcting various types of difficulties that the other teachers in the building have. All the materials are listed in Supplementary Book Lists which are supplied to all teachers each year.

III. How do you plan the pupils' work?

At the time of enrollment an extensive analysis of each pupil is made. In-

formation is secured from his Cumulative Record, his teachers, the school nurse, the psychologist, the parents, and the child.

The child is told the results of his standardized and informal reading tests. He is permitted to select a reader which is at his level. He is given or assisted in making a graph showing his test scores and providing space for future recordings.

Starting from what the pupil knows, the teacher analyzes the child's specific difficulties and develops a program.

Daily, careful tabulation of his errors and progress must be kept and the program revised as changes occur. Individual folders for each child are kept and the teacher frequently makes notes in them while working with the children.

Each child has a large envelope, and a notebook for his daily assignments. Mimeographed worksheets are supplied for them to keep a weekly record of the work they complete.

Since their efforts have been meeting with failure over a period of time, the teacher's first aim is to give them interesting lessons with which they can be successful. They need honest praise and reassurance from the teacher every day. Frequently the pupils make encouraging remarks to each other.

Concrete evidence of their progress is given to the parents, the homeroom teacher, and their classmates in various ways. Some pupils may dramatize a story in their homeroom which they have read in the remedial class. Others recite poetry which they learned in our choral recitations. Illustrations that they make of stories that

they have read are displayed in art exhibits. The Madisonville teachers are very co-operative in planning an interchange of such activities.

IV. How do you interest children in doing work which they know is below the level of their grade?

The reading situation must be a happy one. Each child must be made to feel that he is valued and liked by the teacher and his classmates. He must be made to feel that he is adequate in some areas.

Hobbies are helpful in creating such an atmosphere. Once a week we devote part of our time to hobbies. Sometimes a child does not seem interested in having a hobby, but after listening to others describing theirs, seeing displays that they bring, or making excursions relating to someone's hobby, he chooses one, too.

Unexpected benefits besides reading interests are experienced. Norman was a shy adolescent, unable to participate in sports as a result of polio. His hobby was raising homing pigeons. One day he brought some of them to school and told the group in our room that they could write messages and put them in the capsules on the pigeons' legs. He then released the birds and let them fly home. Some of the boys became so interested in the pigeons that Norman invited them to go home with him and see how he cared for them. Soon he acquired friendships that made his school life happy. His shyness disappeared.

To help understand and know the pupils' interests, they are asked to fill out the following questionnaire. If they are reticent about answering a question, they

are told to omit it. Their personal rights are respected. There is no unwarranted prying into anyone's privacy.

THE CHILD AND HIS INTERESTS

- I. Family
 - Mother
 - Father
 - Guardians
 - Siblings and their ages
 - Other persons in the home
- II. Extra curricular activities
- III. Leisure time
- IV. Lessons at home
- V. Pets
- VI. Hobby
- VII. How are personal expenditures cared for?
- VIII. Radio Programs
- IX. Movies
- X. Travels
- XI. Church attendance
- XII. Names of best friends
- XIII. Playmates
- XIV. Places to play
- XV. Kinds of stories preferred
- XVI. Favorite school subjects
- XVII. School subjects disliked
- V. How are contacts made with parents?

In order to establish in the home a sympathetic understanding of the child's remedial efforts, contact is made with the parents or guardians the first week. A letter is written to each child's parents or guardians explaining the purpose of the class and the child's need of it. The importance of conferences with parents and guardians is stressed. In order to arrange a conference the following suggestions are offered: They are invited to visit school

at any time they find convenient; or if that is not possible, to designate a time when the teacher might call at their home; or to telephone the teacher at her home.

A study of the technique of home visits and parent-teacher conferences has aided in establishing pleasant relations with the home. At all times any information that is confidential is safeguarded.

Once a month the teacher meets some of the mothers at the P. T. A. meetings. Four times a year the teacher writes letters to the parents telling of their children's progress. The letters take the place of report card grades.

From the teacher's personal library of books, pamphlets, and clippings, material dealing with child psychology, needs of children at various ages, the part that emotions play in one's life, methods of teaching reading, child discipline, and hobbies are offered to them. The teacher tries to interest them in lectures and radio programs that deal with specific problems of their children.

VI. Relate anecdotes that illustrate why some children need more individual help than can be given them in their regular classrooms.

Anecdotes

Simon, aged eleven, liked to tell stories about his three-year-old brother, Nicky. He bought gifts for him every day. When he attended a party, he preferred to take his refreshments home to Nicky rather than to eat them. He told how Nicky was always waiting at the window for him to come home. "Nicky loves me," he frequently remarked. He asked for books to read to Nicky.

His span of attention was too short for him to complete a lesson at school although he had superior intelligence.

When the teacher made a home visit, she discovered that Simon did not have any brothers or sisters. Both parents worked until six o'clock in the evening. Simon was forbidden to bring any playmates to his home or to have a pet. He was given money to eat his evening meal alone at a nearby restaurant.

Simon's program provided him with a variety of lessons of short duration. Using a stop watch interested him in concentrating on a task. In oral reading it proved helpful for the teacher to take turns with him in reading short passages.



One day when Anthony came to class he said, "I guess you will get a new boy soon. He came to our class yesterday. He is so dumb he doesn't know the color of leaves on the trees."

Theodore, the new boy, was assigned to remedial reading. Since Anthony has given a clue to his disability, the teacher tested him for color blindness. The only colors that he could distinguish were black and white. A home visit revealed that his parents and teachers had believed that he used the wrong colors just to be contrary.



Terry, ten years old, lived in a tenement house in the poorest part of Cincinnati. He was expected to take care of his two-year-old step-sister constantly.

One day she ran into the street and was killed by a truck. Terry was beaten, locked in a dark closet, and fed bread and

water for weeks before authorities rescued him. He was placed in a boarding home and brought to our school. He could not read or write, but had been promoted to grade four.

Of the various techniques used, it proved helpful for the teacher to write Terry's name on paper and let him trace it by using carbon paper; to let him dictate a few sentences about himself to the teacher; have him trace them, and then read them to the teacher.



Linda Lou was a very capable nine-year-old girl in the fourth grade. Her reading level was Grade 2.0. She was jealous of Kay, her older sister, who had to be granted certain privileges at home and at school because of ill-health. Linda Lou refused to do any school work for anyone. She changed from a bright, happy child to a sullen, impudent one who whined and asked, "Why?" when told to do anything.

"I want to take bad grades home so my parents will feel bad," she said.



"Why can't you be like your sister?" Stephen was asked at school and at home.

He was thirteen years old husky, boisterous, interested in athletics and mechanics, popular with his classmates.

His twin sister, Stephanie, was quiet, over-anxious to please her parents and teachers. She stood alone in the playground. She was ignored by her peers. She hung around the teachers offering to perform services for them.

Her grades were excellent. Some of Stephen's were failing. The parents were

so concerned over Stephen's marks that they did not realize that Stephanie was a maladjusted child in spite of her good grades.



Jessica was an adopted child. She was in the third grade but could not read a primer. She looked at the pictures on the page and created stories.

Her parents said that they felt cheated because she must be a dull child. Her I. Q. was 130.

Her record showed that she had attended nine schools in four years. The parents said that they could not see how that factor could have any effect on her learning to read.

Picture cards were a helpful procedure for Jessica's independent work. After studying a few, she would attempt to call out the words without referring to the pictures. She then copied them on the blackboard and called them out again.

Before reading orally, Jessica was encouraged to enjoy and discuss the pictures in the lesson. The pictures were covered while she read until she developed a basic sight vocabulary.



Manuel was an intelligent boy. None of his teachers could remember ever seeing him smile. He always looked worried and wore a scowl. He did not answer when his name was spoken, nor did he obey instructions. He watched what his classmates did and wanted to look at their work for directions.

He was in the fourth grade but could read only first grade material.

It was quite apparent that he had a hearing loss. When the mother was asked if she knew it, she replied that the boy's father and many members of his family were similarly afflicted. The father said the boy could overcome it if he tried and had refused to let him be examined by a doctor.



Alex, aged nine, had seen his stepfather murder his mother. A relative brought him to her home and placed him in our school. The traumatic experience had made the boy fearful of all men. If a man passed by his classroom or entered it, he ran to the window and prepared to jump. At the slightest sound in the room he would leap from his chair in terror. He had forgotten how to read or write.

At first it was necessary for Alex to be given his instruction alone. Blackboard work was helpful. In using the large arm muscles he was under less tension than when using a pencil.



Melissa was an attractive child in the fourth grade. She sat in all of her classes, oblivious of what was going on. If the fire-alarm rang someone had to shake her in order to arouse her. She did not know enough words to read a pre-primer.

In a parent-teacher conference it was learned that she acted the same way at home. The father, who worked at night, was very fond of Melissa but did not have much time to spend with her. Her mother said, "Some people say that I am responsible for her living in a dream world because I resent being tied down with a

child. Some women are not meant to be mothers, and I am one of them."



Luke came to our eighth grade, unable to read or write. Each year he had been promoted. His parents were in their forties when he was born and had no other children. They were very fond of him but unable to give any reasons for his disabilities.

When the teacher asked him to write on the blackboard he said, "My arm hurts." Asked if he would show where it hurt, he rolled up his sleeve. His right elbow was very much deformed.

The week that he had entered kindergarten he had broken his arm. It had been given medical attention but it had pained him ever since if he attempted to raise it.

Being unable to throw or catch a ball he had been denied activities with boys of his own age. He did not attend movies because he could not read the screens. He spent his spare time in his father's garage.

Luke wanted to be a mechanic. He had a wide knowledge of tools and machinery. As part of his remedial work he made excellent posters which were displayed and used as sources of information in his Practical Arts Class.



Viki could not concentrate on her schoolwork because she thought people were laughing or talking about her. She questioned the teacher whenever a message was brought to the room. "Is that something about me?" she would ask.

Viki was living at the Children's Home. Her brother and sister were not with her. When the parents were divorced,

each married a person with children. In the division of children, Viki was given to her maternal grandparents. Her grandmother died and Viki was returned to her mother. The mother sent her to the father.

She was accidentally scalded by her father and hospitalized for months. Released from the hospital she was sent to school. As she was returning home from school one day she was struck by an auto and seriously injured. Again she spent

months in the hospital. She was scarred from both accidents.

Due to conflict in the home she was sent to the Children's Home, where she felt lonely and insecure.



In my teaching experience I have not known a child who did not want to improve in reading after the physical, social, or emotional handicaps had been counteracted or diminished.

INTERGROUP EDUCATION THROUGH LITERATURE

(Continued from Page 229)

Along with this new ease of expression there has also been a noticeable development of a questioning attitude toward statements made by others, as well as a parallel growth in giving supporting reasons for personal statements. For the most part, there is no longer a passive acceptance of another's opinion unless it is backed by adequate reasoning. We hope these children will be able to apply this type of thinking to situations they meet both now and later in their own lives.

Statistically, I can say that when I started this program of literature for human relations, seventeen out of forty children said that they had not been to the library "for a very long time"—only eleven had active library cards with books at home. In making another check on this six weeks later all but four had been to the library during the previous two weeks. All the youngsters had active library cards. Through the use of a careful check system we know that these children are actually reading books on their own.

Another outcome of this literature for human relations program is that the children of this group have begun to question their own behavior—not on a family or community basis, but on a personal basis. About a month ago, one of my youngsters said to me, "Did you hear me swear at Josephine when I came in?" I hadn't, but here was this child questioning her own technique of handling a personal situation. With time this personal evaluation of behavior may grow into a deeper insight into human behavior in general.

Sometime back after a discussion of "Dot for Short", Diane said, "I like to talk about these books. They are not artificial like so many books are. They help us to figure things out." And so we hope as time goes on that these children will not only be better able to figure things out for themselves, but will also be better able to understand the feelings and the behavior of people of all kinds.

Education and the Mass Media of Communication: Radio

LILLIAN E. NOVOTNY¹

What Are Children's Listening Interests?

In a mood of black despair, an outstanding radio educator recently exclaimed, "Children of today listen to the radio only when there is no television set available." He was reflecting an attitude rather common today that television, because it is new and dramatic and has received so much public attention during the past year, is being forecast as the death of radio. This general belief, however, is disproved by statistics (17), which indicate that there has been a steady increase in the hours of radio listening in the average home. From 1943-1948 this increase has been 26 percent. A fifteen year study of national advertising appropriations (11) shows that in 1934 the national advertisers spent three hundred thirty-three and a third million dollars in three media—163 million in newspapers, 113½ million in magazines, and 56.8 million in radio. In 1948, national advertisers spent \$393,700,000 in newspapers, \$512,700,000 in magazines, and \$377,300,000 in radio. It is obvious that newspapers have not killed billboards; even the news magazines did not kill newspapers; radio did not kill or even injure other existing media. Television, if used in conjunction with newspapers, magazines, and radio, will undoubtedly follow the same pattern. Naturally, there is competition between the media; but each person is daily faced with the competitive decision—whether to read a book, go for a walk, listen to the radio, see a movie, visit with friends, or listen to and view a television program. This competition has made each medium

progressively better in entertainment, in news, and in education fields; and it is reasonable to assume that this healthy growth will continue.

A summary and critical analysis of research literature on children and radio in 1941 (9) gives a detailed analysis covering children between the ages of six and eighteen. This summary reveals the fact that children's radio listening activities, even at an early age, are dependent largely upon what is available over the radio. Family listening seems to account for some of the most consistently popular programs among boys and girls and through all ages (39). Children themselves cannot be classified by age levels as to likes and dislikes; they listen to the radio program that appeals to them. Planners of children's programs have divided the listening habits of children into three groups (36): the pre-school child up to six years of age; the intermediate group from six to nine; and the older group from ten to fourteen. They do this in the belief that programs with definite appeals to children at each of these age levels should be built and broadcast. However, a survey of children's radio listening tastes refutes this idea, except in the case of the youngest group. Here there is some doubt.

In a recent survey of radio listening habits and program preferences of children in grades four to nine (38), children's serials were preferred by 28.5 percent of the children, followed by non-mystery dramas, crime and mystery

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dramas, featured comedians, quiz programs, popular music, variety, adult serials, miscellaneous music, serious music, talks, sportscasts, newscasts (local), and commentators (network). As pupils progressed from fourth to ninth grade, children's serials showed a consistent decline in popularity, while non-mystery dramas, crime and mystery dramas, and comedians showed a reverse trend. Popular music also gained in popularity as pupils advanced in the grades.

In 1948, the following ten programs were listed as the favorites of boys and girls aged eight to fourteen (43): *Lone Ranger*, *Blondie*, *Lux Radio Theatre*, *Archie Andrews*, *Let's Pretend*, *Gang Busters*, *Frank Merriwell*, *Baby Snooks*, *Disc Jockeys*, *Superman*. These choices show a marked similarity to the ten programs found to be most frequently listened to by children between the fourth and the eighth grade in 1939 (39): *Charlie Mc Carthy*, *Jack Benny*, *Lone Ranger*, *Lux Radio Theatre*, *Jack Armstrong*, *Captain Midnight*, *Gangbusters*, *Dick Tracey*, *Don Winslow*, *Bing Crosby*, *Bob Burns*.

An analysis of the listening of high school pupils in studies made from 1933 through 1943 (33) supports the findings reported in 1947 (10), that aside from the general run of programs to which teen-agers listen, there are three specific types of programs which might be called *their* programs: (1) adult shows such as comedy, information, and drama; (2) popular music programs with sparkling conversation; and (3) programs in which teen-agers participate, whether it be of the variety or informative type.

Differences in age, geographical variations, socio-economic background, and sex differences play a part in the listening habits of children, as well as in leisure time activities (9). One report (38) cites comic books and the theatre as competing with both the radio and the textbook for a child's attention out of school. In a

comparison made between juvenile listening and other activities of fifteen to nineteen year-olds (43), however, the following statistics were presented:

	Percent Participating	Average Time Spent during Day (minutes)
Radio	77	91
Newspapers	84	22
Magazines	51	20
Movies	27	44
Books	34	22

In other words, the amount of time spent listening to radio is 313.6 percent more than is spent in reading newspapers or books; 355 percent more than is spent in reading magazines; 108.6 percent more than is spent in going to movies.

A summary of average daily listening time (39) for boys and girls was two and a quarter hours. The 1947 study (38) indicated that peak listening of village children occurs from 8 - 8:30 A. M. Farm children listened most between 6:30 and 8:30 a. m. Highest urban listening ranged between 7 and 8:30 a. m. As school hours approached, a sharp decline was noted in the listening. In the evening, 90.1 percent of urban boys and 90.4 percent urban girls listen; 87.7 percent of village boys and 84.6 percent of village girls; 82.4 percent of farm boys and 80.6 percent of farm girls. The heaviest listening occurs from 4:30 to 9:30 p. m.

What Is the Effect of Radio Listening on Children?

This weekly average of about sixteen hours of radio listening, compared with the twenty-five hours spent in school per week, aroused the interest and anxiety of parent groups. They could not ignore the force of radio in its influence on children. Research findings (9) support them, for the evidence establishes beyond doubt that radio has a strong emotional appeal for its young listeners. However, the

type of appeal that it has is likely to vary for different types of children. Age differences, sex differences, content of the program, inducements offered by advertisers, identification with a social group, and interests in other activities are all factors which enter the realm of the effects of listening. Rowland states (28), "If we are realistic, we must conclude that the specific effects of radio cannot be measured and these effects cannot be separated from the multiplicity of other life experiences." Research has indicated (4) more intensive short-range emotional effects of listening among younger children in comparison to older children; younger children react to incidents rather than to the development of a plot. Older children are less likely to take stories as "real," or seem better able to guess what is going to happen.

In general, it was found (9) that parents approve a greater number of programs than they disapprove. Their approval is based on educational grounds and the fact that radio listening keeps children busy, while their disapproval is based on emotional excitement induced by listening to crime and horror stories which were found (18) to induce increased nervousness, sleeping disturbances, and fears.

Parents became aroused and indignantly protested the horror program on the radio, for it was clearly a community problem. Even when parents controlled radio listening within their own homes, children heard these thrillers at the homes of their friends. No radio station escaped their denunciations. Child Study, Library, and Parent Groups began to study the problem and conferred with broadcasters, who showed genuine concern, not only from a point of poor public relations but from a genuine desire to improve their offerings to children.

As early as 1934 the Women's National Radio Committee was formed to raise the standard of radio programs, and through their influence some of the most undesirable pro-

grams were taken off the air (8). Since that time, there has been a steady, strong trend toward cooperation among representatives of the radio industry, national sponsors, advertising agencies, organized women's groups, educators, librarians, and radio editors in working toward the improvement of radio programs for children (6, 28, 13, 14, 7, 5, 16). Late in 1947, for example (43), the sponsors of the radio networks' major children's shows promised 100 percent cooperation with the American Heritage Foundation in a campaign using heroes to entrench the basic tenets of Americanism in the minds of the nation's youth: "Scripts of the various programs will stress good citizenship, intelligent use of the ballot box, tolerance, and all the democratic obligations of all Americans."

Contrary to general belief, most children's radio shows must meet rigid standards before being accepted for broadcast (26). Dr. Martin L. Reymert, internationally known psychologist who has been pre-testing the *Jack Armstrong* show during the past ten years, has evolved the following set of standards generally applicable to children's programs:

1. The program should be interesting to the child, accurate in presentation and feasible in plot.

This means no superman exploits, or superhuman phenomena. Superstitious beliefs and the supernatural should never be portrayed as having any factual basis or reality.

2. The program should meet acceptable standards of craftsmanship in presentation.

The speeches of all characters should be checked for poor grammar, syntax, and unnecessary slang. Only non-profane words should be used for strong exclamatory expressions. Consider the appropriateness of each character's speech in relation to age and sex.

3. There should be vividness and clarity in presenting the action.

Keep the audience aware of what is happening at all times, even though the action is varied, fast-moving and strenuous. The conversation of the characters should indicate much of what is happening.

4. The excitement of the plot should be wholesome. Eliminate horror elements. Never end an episode on a pitch of excitement that will make rest and sleep difficult. Avoid shootings, kidnappings, brutal murders, tortures and anything that tends to induce insecurity.

5. The program should foster constructive social attitudes and promote a respect for fine personal qualities.

Respect for parental authority and law and order should be instilled. Loyalty, dependability, unselfishness, tolerance and character should be emphasized. However, black-and-white delimitations between the heroes and villains must not be made.

6. Psychological phenomena and processes should be treated in the light of the best available information.

7. The program should contain sufficient hero characters, when these are children, to furnish models with which the various age groups or sexes may identify themselves.

8. The program should contain educational elements interwoven as part and parcel of the story.

The incidental technique with the child learning without realizing is better than direct teaching. Science, adventure and travel are good devices for this. Factual presentation is a must.

As was indicated earlier, at a comparatively early age the audience of children is listening

to adult programs. Dorothy Gordon, well-known producer of children's programs, points up the problem (8): it is not so much what *is* on the air for children's listening that is dangerous for the youth of America, but rather what is *not* on the air. She cites the use of radio as a powerful weapon in the hands of Germany and Russia in indoctrinating their youth and points out the necessity for using this medium of mass communication, with its tremendous influence on children, to educate our youth in democracy and the building of a postwar world that is secure and democratic.

What Are Desirable Classroom Practices?

Just as radio networks and women's organizations have cooperated in the improvement of radio fare for children's listening based on study and research, so research studies in the use and effectiveness of radio have been incorporated by educators and broadcasters in the development of effective use of radio in the classroom (1). Such phases of radio as an analysis of program planning, script preparation, production techniques, classroom utilization, and evaluation of results have occupied the attention of radio education specialists. A summary of their findings incorporated in the yearbooks of the Institutes for Education by Radio, Ohio State University, Columbus, Ohio, and the School Broadcast Conferences, 228 No. La Salle Street, Chicago 1, Illinois, serves as a record of the gradual growth and increased effectiveness of educational broadcasting.

The classroom teacher, then, has at his disposal a teaching medium which he may utilize to enrich the curriculum, to supplement, explain, and implement the learning process. The networks, the local stations, and the FM educational stations all cooperate in the presentation of good radio programs, either for in-school or for home listening. In radio, the teacher has an educational tool which eliminates distance, which serves as a powerful motivator of

action as it stimulates the emotions of its listeners, and which intensifies its message in its power to dramatize events.

Although Cleveland is well known for its use of radio as a direct teaching tool whereby a master teacher carries through the complete lesson, most educational radio today may be characterized as an out-growth of the "supplementary" philosophy. The radio broadcast, it is believed, should be used to supplement and enrich the work of the class, just as the map, globe, charts, movies, filmstrips, field trips, and dramatizations are used to contribute to curriculum development.

Stress is placed on the *utilization* of the broadcast, for its chief value lies in its integration with the classroom work. Experts in the field of educational radio will admit that the most excellent program on the air has negligible value in the hands of an indifferent teacher who simply turns the radio on and off without taking time to integrate the broadcast by adequate preparation and follow-up activities with the current fields of study. To assist the teacher in using a broadcast, most educational series are now accompanied by a teacher's manual which contains a synopsis of the program, as well as carefully developed suggestions for class activities, "Before the broadcast," "During the Broadcast," and "After the Broadcast." Frequently a listing of key words for vocabulary development are included, and many add a bibliography of supplementary books in the field.

The possibilities for utilizing radio broadcasts, including both in-school and out-of-school listening, in the field of language arts are unlimited. Many current books and pamphlets on utilization are available to the teacher who wishes to avail himself of the best developments in the field (12, 20, 25, 29, 37, 41, 42). Actual classroom practices used by teachers emphasize the fact that even the poorest broadcast on the air may be utilized in the field of

language arts: it may stimulate discussion, develop critical analysis and appraisal, stimulate further reading, lead to writing constructive criticism, or to creative writing based on desirable objectives.

In general, the first step in good utilization consists of finding out what programs are available (44, 55). Then through the skillful guidance of the instructor in a classroom discussion, students may be led to make an analysis of those programs which would supplement and enrich their particular fields of interest. Programs on biography — life stories of outstanding men and women of our own time and of other times — drama and fiction, or news and commentary can all be utilized to develop an increased awareness of the extensive field of reading in these areas. An appreciation of good writing techniques in various types of broadcasts may stimulate an emulation of these techniques through simulated or live broadcasts. Letter-writing to stations for materials or to express constructive criticism may be encouraged. Letters may be sent to individuals as participants in the program, or to friends, to exchange views on broadcasts. Creative writing may be stimulated. We may use the radio broadcast to promote an appreciation of excellent speech in the actual broadcasts; we may encourage students to emulate good speech exemplified in these broadcasts, in everyday conversation, in speaking assignments, and in dramatic groups. We may promote the development of skill in the organization of thought through outlining, summarizing, or note-taking. We may develop critical discrimination by comparing analogous reports and watching for distortions, by comparing organization and completeness of coverage, by watching for pitfalls to thinking.

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(Continued on Page 253)

Readiness For Oral And Written Language

HELEN HEFFERNAN¹

An examination of the results of recent research reveals relatively little direct evidence on children's readiness for instruction in oral and written language although many significant implications may be drawn from the growing body of information made available by child psychologists. The importance of language skills in human development has made this an area of great interest to the student of psychology. The relationship between thought and language has been thoroughly established. In the early years of life—usually before five—a normal child acquires sufficient control of complex linguistic symbols to understand the speech of others and to use language in conveying his needs, interests, and desires to others in ways which influence their behavior. Reasonable facility in language expression is essential to school progress. Children who suffer from physical or sensory impairment which retards or prevents linguistic development are notably handicapped in all social and intellectual activities. A child who cannot speak clearly and well, for example, has more difficulty in making effective social adjustments than the child who has facility in the use of oral language. (12).

Stages of Development

Research on stages of language development indicates that the normal child begins to use vocal sounds for purposes of communicating pleasure, pain, or eagerness during the first few months of life. By the time he is one year old he adjusts to simple verbal commands and uses two or more words. Six months later he responds to simple questions, names two objects and begins to combine words. By two, he uses simple sentences, certain pronouns, and differentiates between prepositions. Month by month the young child grows in his desire and ability to communicate.

In a good home, where the infant receives praise, approval and recognition for the sounds he makes, linguistic growth is rapid and continuous. Even babies need a sense of achievement. This is the way emotional security is built. Children are rewarded by demonstrations of love and tenderness for conforming to acceptable social patterns. Love, affection, praise and approval stimulate their day-by-day development in language as in all other activities.

A child learns the language of his environment because language is imitative behavior. Many studies point to the marked individual variation at the same age level. Other studies point out the stimulation of new experiences, such as a vacation or a trip to the seashore, to vocabulary development. The background of experience; the places a child has been; the effort of adults in the home to respond to the child's questions, to satisfy his curiosity and to stimulate his interests; the quality of speech he has heard; all play an important part in determining his speech development. Occasionally a young child who seems retarded in speech development has had no real motivation to develop his powers because oversolicitous parents have anticipated his every need or desire. In certain homes, too great stress may have been placed on correct usage or enunciation so the young child's free flow of verbal expression may have been inhibited.

Environmental Factors

Marked relationship exists between environmental factors and linguistic development. A number of studies of the young child are concerned with the effect of multiple births. E. J. Day's study in 1932 of 80 pairs of twins showed the twins retarded in all aspects of language

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development. (6-7) She stated that "the mean length of response for five-year-old twins is slightly below that of three-year-old singletons." Edith A. Davis, in 1937, confirmed these findings in her study of school-age twins, singletons, and only children but points out that the social contact which the school affords seems to promote the normal linguistic development in twins lacking in the environment of the pre-school period. (4) E. J. Day points out that "One surely could not learn as much or as rapidly, from companionship with an individual so nearly on his own plane as from one in advance." These studies and many others indicate the importance of association with adults in facilitating development in language.

Many studies point out the effect of the socio-economic status of the family as a factor in language development. In the study by Edith A. Davis previously cited she shows that children from the upper occupational group are definitely superior to children from the lower occupational group in every phase of language ability. They also display greater spontaneity of speech. (4) F. M. Young in 1941 made a comparative study of two sharply defined socio-economic groups in the nursery school at the University of Georgia and found that the upper group surpassed the lower group in all aspects of language analyzed. (19)

The school environment seems to have a measurable effect on language development. G. M. Worbois in 1942 made a comparison of the language of children attending a one-teacher rural school with the language of children attending a rural consolidated school. The children were matched for age, I. Q., type of home, and education of the parents. The group from the consolidated school showed marked superiority on the vocabulary test and the verbal effectiveness test. (18). Factors which were not equated in this study such as the relative professional education of the teachers would have been significant.

All of these environmental factors have great significance for the teacher. Readiness for specific instruction is affected by the position of the child in his family, by the economic status of the family, by the richness or meagerness of the community life of which the child is a part. The teacher's efforts may well be directed to helping the group to become a happy working unit. Social studies and science experiences appropriate to the maturity level help to establish a common vocabulary so necessary to effective communication between the members of the group. Children will acquire the ability to speak and to listen to the contribution of others. In this social situation, the teacher can note the level of development and the needs of each child. No teaching is effective unless it is directed toward meeting the needs of children. It takes time for the teacher to study the group and ascertain what these specific needs are.

Vocabulary Levels

Authorities have set average vocabulary levels for young children which are astounding to the layman unacquainted with these findings. The average vocabulary of the three-year-old is approximately 900 words, of the four-year-old approximately 1500 words, of the five-year-old approximately 2,000 words and of the six-year-old approximately 2500 words. (14) The process by which the child has been endeavoring to make himself one with his world has resulted in the acquisition of a tremendous number of verbal symbols. Recent studies indicate that these figures err on the side of understatement and need revision upward. (13, 15) The techniques of determining vocabulary may have been inadequate but it is likely that studies might reveal that the modern parent is more conscious of the importance of the early years of life than was the parent of twenty or thirty years ago. All of the efforts of local and national organizations to acquaint parents with the findings of child development institutes must have influenced the treatment of children in the

home in ways which have greatly increased their acquisition of vocabulary.

Before five, children are able to speak in sentences. Questions beginning with *who*, *why*, and *what* are eagerly asked and in the modern home are patiently and intelligently answered. A five-year-old who has enjoyed reasonably good adult guidance is able to speak clearly in complete sentences and tell of an occurrence by means of a logical sequence of several sentences.

Individual differences in linguistic development parallel individual differences in intellectual development. It must not be overlooked, however, that all measures of intelligence are heavily weighted with verbal factors. (9)

The early language development of young children has significance for the teacher. Communication in oral and written form should be kept a pleasurable experience with great satisfaction experienced by the child as he progresses in his ability to speak clearly, to use complete sentences, and to employ new words to give richness and meaning to his expression. The teacher recognizes the individual nature of linguistic development and holds no artificial standards to which each child is expected to conform.

Readiness for Oral Expression

Although the child has acquired truly amazing skill in oral expression before he enters school, he is still growing in power and has need of effective guidance to establish acceptable enunciation, good voice quality, an expanded vocabulary, and to organize his ideas into sentences and logically related sentences. The quality of experience the school provides will determine how rapidly the child will develop and how soon he will acquire readiness for more advanced skills in oral communication.

In a study of the conversation of first-grade children during free play periods, Ethel Mabie attempted "to discover whether or not the ac-

tivity that engages the attention of children has a direct influence on the type of conversation carried on by them." A stenographic report was made of the conversation of 32 pupils of a first-grade class in the Hawthorne School, Madison, Wisconsin. The activities of the children determined to a large extent the type of speech used. About 25 per cent of the speech was egocentric—virtually monologue. About 75 per cent was social speech—conversation with the audience in mind. The activities requiring co-operation resulted in the largest percentage of social speech. The activities stimulating social speech have significance to the teacher. Gathering the materials and organizing a store resulted in 93 per cent social speech; playing with a store already equipped, 86.9 per cent; building with blocks, 73.4 per cent; organizing a game with a large rubber ball, 72.9 per cent; using the stereoscope, 63.8 per cent. Clay modeling resulted in 37.9 per cent social speech while playing ring toss, an essentially individual enterprise, resulted in only 27.8 per cent social speech. (10)

In a similar study, D. Van Alstyne found that certain materials had high "conversation values." The doll-corner with dishes, blocks and crayons ranked high while painting, work with scissors and books ranked low. (17) Teachers who wish to stimulate linguistic development in children who are not naturally talkative might carry on informal studies of materials and experiences which seem most conducive to conversation. The writer was unable to find much research indicative of the stimulation to conversation provided by vital group purposes. Observation in any class room guided by a teacher who believes that children learn what they live and experience substantiates the conviction that all aspects of development are greatly accelerated when children are working to satisfy their needs, to solve their own problems, and to achieve purposes that are meaningful to them.

These studies point to the importance, of providing an environment for children rich in material and social experiences which stimulate them to interact with the materials and with each other. In addition to a rich environment which leads children to wish to construct and manipulate, to be physically active, to share and communicate ideas with one another, the emotional climate of the classroom must be such as to give the children the greatest possible freedom under sympathetic guidance to use the materials constructively and cooperatively. Such an environment stimulates normal language development. The earlier children acquire facility in oral expression, the sooner will they be able to make use of the tool essential to educational progress.

Teachers of young children are continually concerned about the incidence of incorrect speech. Their concern is evidence of understanding of the close relationship which exists between correct speech and the child's likelihood to succeed in spelling, writing, and reading. (2) If the child says, "My wittle wabbit has wong ears," he is bound to be in serious difficulties if someone undertakes the task of teaching him to read or spell.

Should the child who enters school talking baby talk be referred to the speech therapist? Or, lacking such services in a school, what should the teacher of beginning children do? Many children rapidly overcome the articulatory defects of baby talk. In other children these speech mannerisms are more pronounced and persistent. It is difficult for the teacher to determine when actual therapy is needed. By focusing attention too early on speech difficulties, the child may become self-conscious and refuse to talk. For many children a social situation which encourages them to talk freely results in increased self-confidence and independence which is reflected in rapidly increasing control of speech.

The value of group training for young chil-

dren to provide practice in speech and ability to hear accurately the correct articulation of the teacher has been definitely established. (16) The teacher of young children can make considerable training of this type incidental to her use of rhymes, stories, and songs. Every experience in which language is used may become an opportunity for informal speech development.

The experiences provided for children determine how early and how well they will acquire good speech habits. In these activities, the teacher should be watchful to assure all children an equal opportunity to make contributions to the discussion. (2) Children with good verbal facility are prone to take more than their share of the "turns". Planning the activities for the day, working with others in construction, recreating experiences in dramatic play, discussion about ideas obtained from trips or reading, evaluation of work in progress are all situations in which children reveal to the teacher their readiness for the next step in oral language development. The teacher should always remember that every child is ready to take his next developmental step. What that step is depends upon the child's level of maturity, his experiential background and the purposes which he wishes to realize.

The teacher can ascertain with a reasonable degree of accuracy the normal expectancies at a given age; she may utilize the child's background of experience and bring to him many new experiences in social studies, science, literature and the other arts to enrich his understanding. Finally, the day-by-day living in the classroom can be so meaningful that the child is continually in the process of acquiring new verbal symbols to match his expanding concepts of increasing in ability to organize related ideas, of acquiring the amenities not only of speech but of courteous and thoughtful listening and of improving the tools of speech to meet his growing need for increased social participation. (11).

Although a creditable body of research has emerged in relation to the development of language in infancy and early childhood, the period of later childhood is relatively barren. Certain facts have been established. Vocabulary is increasing. The eight-year-old has an average vocabulary of approximately 7,500 words. The vocabulary is enriched by the addition of many adjectives and adverbs and in the increased understanding of the meaning of words.

Gradually age mates become increasingly influential in determining many types of behavior including speech and manners. The family still maintains its influence in ideology and determines such matters as religion, morals, attitudes toward other races. Vocabulary increases rapidly as the child grows older. Children begin to value clarity and comprehensiveness in the expression of ideas. The interest of their peers in knowing all the details of an occurrence or a report serves as a great motivation to developing powers of organization of pertinent information. (8)

By the end of the period usually classified as later childhood—eleven to thirteen—children are able to analyze situations verbally. They have grown in power to interact with others in thinking through problems. If opportunity has been afforded for discussion of problems and issues of interest to them, children of this age have considerable skill in participation in group processes.

Readiness for Written Expression

The subject of readiness for written expression is practically unexplored in the research literature. Six-year-olds need writing in their school experiences chiefly for writing their names to identify paintings, work in process of construction, and papers. An occasional sign is needed for a store, truck or grade crossing in carrying community life activities forward. These needs are best met by manuscript writing. Children of this age have not acquired sufficient control of the small muscles to gain much skill

in writing. Writing can be so laborious for young children that they can come to acquire distaste for all writing if it is required too early.

Throughout the entire elementary school the development of control in oral communication is far more important than written language. Speech is the essential tool of social living. Composition is a process of thinking. When children are able to think through their ideas for effective oral presentation, it is a short and an almost wholly mechanical step to put these ideas into written form. The factors which make for good oral expression are identical with those which produce effective written expression. To an extensive vocabulary, good sentence structure, interesting ideas effectively organized, the child must add only sufficient motivation to communicate with someone at a distance or to record experiences for future use to be ready for written expression. (1)

The teacher can prepare for that time by providing many occasions when she writes the plans for the day on the blackboard, takes down the story of a trip, or records at the children's dictation news of current interest. These compositions may be contributed sentence by sentence by members of the group or an experience of unusual interest may be contributed by an individual child. The teacher takes over the laborious task of writing, using capital letters and punctuation. Sometimes the story may be copied to be illustrated and taken home by the seven- or the eight-year-olds. Sometimes the group composition is neatly recorded by a pupil in a class scrapbook. (3) When children are freed from the mechanics of writing and spelling, original ideas frequently sparkle into delightful childlike expression. Group writing in the upper levels of the elementary school continues to be a valuable means of promoting exactness and precision, group thinking and group discussion. The product of such an activity will probably exceed the ability of any individual in the group

working alone and will help in setting sound and attainable standards in written expression.

Needed Research

No area is more in need of continued research than that of language development not only because of its importance in effective living but because of its complexity as an area of learning.

Research which would be helpful to teachers would include:

1. Analysis of learning experiences at all maturity levels to determine which are most conducive to speech development
2. Objective measures of linguistic development
3. Analyses of materials in the field of reading at various maturity levels in relation to the spoken and written vocabularies of the age group for whom the materials are designated.
4. The effect of environment on the child's language with special reference to
 - a. Parental knowledge of child growth and development.
 - b. Socio-economic status of family.
 - c. Language other than English spoken in the home.
 - d. Rural and urban situations.
5. Qualitative studies of oral and written language with their relationship to facility in the initial activities of learning to read and progress in the acquisition of more advanced reading skills.
6. The significance of language in total personality development.

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EDUCATION AND RADIO

(Continued from Page 246)

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Strengths and Weaknesses in Reading of a Group of Fourth Grade Children¹

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Purpose of the Study

An investigation is being made of the reading abilities of good and poor readers in Grades I - XII in eight school systems in the State of New York. The present article presents the findings in regard to the strengths and weaknesses of eighteen good and nineteen poor readers in fourth grade classes of four of the school systems being studied. It is felt that the findings might give some indication of the adequacy of the primary reading programs in these schools. It might also point out the areas in the primary reading program which need continued emphasis in the intermediate grades. The fourth grade program is particularly concerned because independent reading is usually considered to begin by pupils in this grade. This presupposes that the primary reading program has been successful in giving the children who enter fourth grade the ability to read successfully.

Selection of Subjects

The subjects represent 10 per cent of all fourth grade pupils in the schools participating in the study. The population included 370 pupils from 4 school systems and from 9 elementary schools and 2 rural schools.

The subjects were selected by the fourth-grade teachers in each of the schools. In making their selections, the teachers used three criteria: (1) achievement tests in reading administered before selection, (2) their own rating of each pupil's status in reading, and (3) test scores derived from intelligence tests administered before the selection. The teachers

were asked to choose from their classes 5 per cent of their pupils who were poor readers and 5 per cent who were good readers.

In order to limit the influence of the factor of intelligence as much as possible, the teachers were requested to pick students whose intelligence quotients were 90 or above. This was done successfully in all but four instances. When the Revised Form L of the Stanford-Binet Intelligence Scale was administered to the pupils, it was found that four had intelligence quotients below 90. This discrepancy might be partly explained by errors of measurement in the group tests of intelligence used by the teachers and also by the optimism of the teacher in his appraisal of the child's mental ability.

It was also found that a difference in means significant at the 1 per cent level existed between the intelligence quotients and mental ages of the good and poor readers. No significant difference existed in the chronological ages of the pupils.

A significant difference at the 1 per cent level between the good and poor readers in respect to reading when measured by the Progressive Reading Tests was also discovered.

¹The Authors wish to acknowledge the cooperation of the Bureau of School Services, School of Education and the Psychological Services Center of Syracuse University in making this research project possible.

²Miss Hatch was formerly clinician, and Mr. Sheldon is director, of the Reading Laboratory of Syracuse University.

This difference was observed for the total, comprehension and vocabulary scores.

Procedure

The Durrell Analysis of Reading Difficulty was given to each of the Thirty-seven fourth-

grade pupils who were studied. It was felt that this test would give a fairly adequate picture of the reading status of each child. This diagnostic test was administered individually to the subjects by well trained reading clinicians.

TABLE I
ERRORS MADE IN READING BY EIGHTEEN GOOD READERS AND
NINETEEN POOR READERS AS MEASURED BY THE DURRELL
ANALYSIS OF READING DIFFICULTY

TYPE OF ERROR	No. of Pupils Making Errors	
	Good Readers	Poor Readers
PHRASE READING		
Word-by-word reading		14
Inadequate phrasing	8	17
VOICE, ENUNCIATION, EXPRESSION		
Poor enunciation of difficult words	5	
Habitual repetition of words	9	8
Ignores punctuation		8
Marked insecurity evident		5
WORD SKILLS IN ORAL READING		
Errors on easier words	5	8
ORAL READING - RECALL		
Unaided recall scanty	9	7
Poorly organized recall	5	6
Very scanty recall on hard material	13	5
MECHANICS OF SILENT READING		
Lip movements	5	8
SILENT READING - RECALL		
Very scanty recall on hard material	14	11
Unaided recall scanty		6
WORD RECOGNITION SKILLS		
Guesses at word from general form	15	19
Low sight vocabulary		13
DETAILED ANALYSIS OF FAULTY PRONUNCIATION		
Reversals b-d, p-q, etc.		5
In sequence		6
Omission of sounds at end of words		6
SUBSTITUTION OF WHOLE WORDS		
Similar form	12	17
Similar idea		5
PHONETIC INVENTORY		
Letter sounds missing		13
Blends missing		16
WORD ANALYSIS		
Word analysis ability poor		15
Unable to combine sounds into words		9
Sounds of letters not known		5
Blends not known		5

Analysis of Performance

Table I presents the errors made in reading as measured by the Durrell Analysis by eighteen good readers and nineteen poor readers. This table presents only the errors made by at least five of the eighteen good readers and by at least five of the nineteen poor readers. In studying the errors of the good readers presented in Table I those errors which appeared in ten or more of the good readers were considered most carefully.

Some of the major areas of error of the good readers are listed below with the number of pupils evidencing weaknesses in the area and a short discussion of each area:

I. Inadequate phrasing (8 pupils)

Since this was the only measurable difficulty in phrase reading of good readers at the 4th grade level, it may represent the expanded reading program of this grade. For instance, the reader may phrase awkwardly in his attempt to attain speed. Perhaps a lack of facility in using different methods of word analysis influences this weakness as the reader is forced to hesitate at an unnatural point in the phrase while he figures out a word.

II. Poor enunciation of difficult words (5 pupils)

A small number of good readers were unable to enunciate difficult words with ease and rapidity. It seems that this reading level probably affords more opportunity for this type of skill than at earlier grade levels since the subject-matter difficulty is increased and less class preparation is given to familiarize the student with the vocabulary. Thus, he is given more opportunity to try this skill, combining phonics and other word analysis methods.

Tension over the desire to read rapidly may cause a good reader to become careless of enunciation, especially if meaning is derived from context.

III. Habitual repetition of words (9 pupils)

More rapid reading may cause the child

to lose his place. Some insecurity may also be regarded as a factor.

IV. Errors on easier words (5 pupils)

A few readers at this level were still making errors on the easier words which they encountered. Perhaps some visual difficulties account for this number as well as carelessness resulting from concentrated effort in attaining speed.

V. Unaided recall scanty (9 pupils)

Here, as at lower grade levels, even the good reader showed a lack of ability at giving unaided recall as compared with his response to direct questions.

It is felt that less concentration on independent recall is made during the early stages of reading, than on direct questioning. It may also be considered that children of the lower grades usually lack a fluent vocabulary and perhaps face some handicap in self-expression.

VI. Very scanty recall on hard materials (13 pupils)

It was noted that most of the children studied responded more poorly when asked to recall difficult material.

"Hard" material could be expected to contain vocabulary and content which would be on a higher level than most of the readers could handle easily.

VII. Lip movements (5 pupils)

A few of the good readers still retained lip movements during silent reading at the fourth-grade level.

It appears that a complete transition from oral to silent reading, with eye movements only, is still in process with some of these readers. Up to this time speed has not been important and the good reader has been judged on his skill in oral reading and his ability to recall.

VIII. Very scanty recall on hard material (14 pupils)

A rather large number of pupils classed as good readers were found to have a poor recall on hard material read silently.

Some tension from the testing situation may be responsible.

The good reader may also tend to recognize his limits and give scanty recall

rather than inaccurate when the material becomes too hard for him.

IX. Guesses at word from general form (15 pupils)

A large number of good readers appeared to guess at words from the general form as their chief means of word recognition. As at the lower grade levels, children appear to recognize the whole word on sight.

X. Substitution of whole word by similar form (12 pupils)

Many pronunciation errors by good readers appeared to result from the student guessing at a word from its general form.

It would seem that there is an indication that the good reader at this grade level relies on his visual memory to a considerable extent when reading words which are not very familiar to him.

The errors made by eight or more of the poor readers were also more carefully considered, as can be seen in the following list of weaknesses:

I. Word-by-word reading (14 pupils)

Since a fairly large number of poor readers at the grade IV level were found to read word-by-word, it is logical to assume that a generally low sight vocabulary would be responsible for this type of reading. Inadequately learned words by too rapid presentation to the individual or by methods which were ill-adapted to them might be responsible.

Also, the fact that many new words are introduced more rapidly at the third and fourth grade levels when additional subjects are added to the curriculum, might cause the child who is poorly equipped in reading fundamentals, to read by this method.

Nervousness and tension in individual children may be contributing factors.

II. Inadequate phrasing (17 pupils)

According to this survey, most of the children classed as "poor" readers phrase inadequately while reading. Since this term implies that the oral phrase is broken for

breath before the group of words spoken are meaningful, it may be observed that a child does not have a ready command of the vocabulary used or a quick method of word analysis. The same reasons suggested for word-by-word reading may be considered basic, although to a lesser degree.

Some of these children may not have developed the habit of increasing the eye span.

III. Ignores punctuation (8 pupils)

Poor readers are often more concerned with recognizing the words facing them in reading material. Since they are poor readers at this level, most of the material presented is difficult and considerable effort is expended in calling the words and gaining information from them. Just as a child learns to strike the correct keys on the piano before using the pedals, does the reader call the words before making use of the varied punctuation symbols.

IV. Habitual repetition of words (8 pupils)

As at other levels, insecurity in the reading situation is sometimes revealed by word repetitions. These repetitions may serve as "time killers" while the child figures out a following word or phrase. If the eyes are removed from the line of print, repetitions may fill in while the reader locates his place again.

V. Errors on easier words (8 pupils)

Additional concentrations on the more difficult words presented at his level may cause the reader to become careless with easy words.

The easy words may not have been learned adequately at the lower grade levels and extra exercises in rapid recognition of them is needed. Fourth grade students are usually encouraged to do more silent reading than at earlier grades and at the same time increase their speed of reading. Easy words may be ignored as a result of this period of development. Often this type of error does not seriously affect the reader's comprehension.

VI. Lip movements (8 pupils)

Fourth graders, classed as poor readers, may not have reached the stage of read-

ing development where eye movements alone are sufficient for comprehension. In the transition from oral to silent reading it is natural that some lip movements are retained at first. Lack of familiarity with the vocabulary may cause the child to need the vocal prop provided by lip movements.

VII. Very scanty recall on hard material (11 pupils)

This may be expected to be a common weakness among poor readers. As material becomes difficult for the poor reader, his comprehension is lowered along with an increase in mechanical errors. Unfamiliar subject matter may be a contributing factor, as well as a decrease in the child's confidence in himself.

VIII. Low sight vocabulary (13 pupils)

As at most levels where children are classed as "poor readers," it was found that a fairly large number could be said to have a low sight vocabulary.

This in itself is an important reason for poor reading. The increase in introduction of new vocabulary at about a fourth grade level where new subjects are being studied may tend to emphasize this weakness. A low sight vocabulary also hampers an increase in the speed of a student's reading.

IX. Guesses at word from general form (19 pupils)

All of the poor readers studied at the grade four level were noted to guess at words by the general form. This appears to be a basic method of word recognition but may lead to incorrect pronunciations when practiced extensively by poor readers, since many tend to have a low sight vocabulary. This type of recognition may also be an expression of insecurity.

X. Word analysis ability poor (15 pupils)

A large number of poor reading fourth graders lacked the ability to analyze words independently. It is likely that these poor readers had not been thoroughly taught adequate methods of analysis and at this level found themselves without the tools for independent word attack.

A too rapid introduction of words might tend to hinder the poor reader from

spending adequate time on different methods of word analysis and concentrate upon attempting to memorize words.

XI. Unable to combine sounds into words (9 pupils)

Evidence of an inadequate background in phonics, and the use of phonics, was noted in over half of the poor readers tested at this grade level. Perhaps this method of word analysis was not practiced adequately or was not meaningful enough to transfer to new-word situations.

XII. Similar form (17 pupils)

The majority of poor readers were checked for this type of reading error. While there are numerous causes which may be considered for lack of ability in this skill, it may be influenced by the tendency to increase reading rate at this level, thus causing the child to view the word carelessly. Perhaps the error represents a natural period of transition in reading rates.

XIII. Letter sounds missing (13 pupils)

XIV. Blends missing (16 pupils)

According to the results indicated from this study, many of the poor readers at the fourth grade level lacked adequate phonetic background. If this was not supplied at the lower grade levels, it appears that the teaching of it was not given at the grade four level. In some instances the reader may have been immature at the lower levels.

A few more appeared to have difficulty with letter blends than with the individual letters. This made show incomplete phonetic instruction.

Table II gives a picture of the errors made in reading by at least half of the good and poor readers. The data reveal the errors made in common by a majority of the good and poor readers alike. Some of these errors are: (1) very scanty recall on hard material after silent reading, (2) guessing at words from general form, and (3) substitution of similar form for whole word. These common inadequacies indicate a need for a further appraisal of methods

TABLE II
ERRORS MADE IN READING BY AT LEAST ONE-HALF OF
THE GOOD AND POOR READERS

TYPE OF ERROR	No. of Pupils Making Errors	
	Good Readers	Poor Readers
PHRASE READING		
Word-by-word reading		14
Inadequate phrasing		17
ORAL READING		
Habitual repetition of words	9	
RECALL		
Unaided recall scanty after oral reading	9	
Very scanty recall on hard material after oral reading	13	11
Very scanty recall on hard material after silent reading	14	
FLASHED WORD RECOGNITION		
Guesses at word from general form	15	19
Low sight vocabulary		13
Word analysis ability poor		15
FAULTY PRONUNCIATION		
Substitution of similar form for whole word	12	17
PHONETIC INVENTORY		
Letter sounds missing		13
Blends missing		16

TABLE III
STRENGTHS OF EIGHTEEN GOOD READERS AND NINETEEN POOR
READERS OF THE FOURTH GRADE AS INDICATED BY THE
DURRELL ANALYSIS OF READING DIFFICULTY

AREA OF STRENGTH	No. of Pupils Strong in Area	
	Good Readers	Poor Readers
MECHANICS		
Reads very fluently	3	
Reads accurately by phrases	9	
High sight vocabulary	16	
Successful method of word analysis	15	1
Silent reading more rapid than oral	13	9
WORD ANALYSIS		
Most letter names known	18	14
Most letter sounds known	14	5
Most blends known	14	3
Silent word study successful	14	1
Flashed word recognition at grade level or above	18	2
Word analysis ability at grade level or above	18	1
ATTITUDE		
Cooperative, attentive	13	8
RECALL		
Good recall on direct questions after oral reading	10	15
Fair recall, etc.	6	2
Good unaided recall after oral reading	8	2

Fair unaided recall after oral reading	8	7
Good unaided recall after silent reading	14	1
Fair unaided recall after silent reading	14	9
Well organized recall after oral reading	4	6
Well organized recall after silent reading	5	7
TOTAL PLACEMENT		
Median reading grade level at school placement or above	18	0

of teaching word recognition and also the development of that phase of comprehension necessary to understand and recall difficult material which has been read silently.

Table III presents the strengths of the good and poor readers. We find that good and poor readers have certain strengths in common: (1) silent reading more rapid than oral, (2) most or all letter names known, (3) fair unaided recall after silent reading, and (4) good recall on direct questions after oral reading.

Conclusions

The following general conclusions can be drawn from this study:

1. Scanty unaided recall after oral reading, guessing at word from general form and the substitution of similar form for whole word are weaknesses in the reading of many children, regardless of their status as good or poor readers.
2. Word-by-word reading is a common type of phrasing error found among poor readers at the fourth-grade level.

3. Poor readers have a great deal of difficulty in phonetic attack both in the sounds of letters and blends.

4. Both good and poor readers appear to read more rapidly silently than orally.

5. All of the good readers examined had a median reading grade level at or above the fourth grade but none of the poor readers were up to grade level.

6. On the basis of the "T" scores taken from the Stanford-Binet test, it can be assumed that the intelligence quotient and mental ages of the two groups of children represent two different types of pupils. Those pupils most poorly equipped in this area are in the poor reader group. Little difference appears to be noted in their chronological ages.

7. The scores obtained from the Progressive Reading Test reveal a great difference in the two groups in all areas tested: vocabulary, comprehension, and total reading.

Since children do inevitably learn what they live, the home and the school must understand that education is in the process wherever experience, conscious living, is in the process. The school then, like the home should be a place for living the richest, fullest, finest living that we can effect with those committed to our care. All that makes up the content of living, each

item of each experience with is quality of living—all these we must consider if we would educate properly. It is the actual living that counts; for our children will learn exactly and precisely what they live.

Dr. William H. Kilpatrick
"We Learn What We Live"
October *Childhood Education*

The Individual and His Writing

LOU LABRANT¹

Some of the jury wrote it down "Important," and some "unimportant." Alice could see this, as she was near enough to look over their slates; "but it doesn't matter a bit," she thought to herself.

Carroll, *Alice in Wonderland*

Once, not so many decades ago, it was sufficient if the ordinary citizen could write his name, and perhaps on occasion a few sentences; the superior citizen produced letters, and sometimes added to the literature of his times. Officials were responsible for documents; the clergy wrote sermons, essays, and perhaps translations and theses.

The contrast between our day and not-so-remote times may be seen when we recall that among the brave souls who signed Magna Carta were men whose signatures were crude crosses. Nevertheless they were persons of influence and intelligence.

In our own country for some decades we had the simplest of tests to measure literacy. It was often sufficient that a man should write his own name, and reading requirements were almost equally elementary. In the recent war before acceptance prospective soldiers had to demonstrate what were roughly considered "fourth grade language skills." Those who passed were considered "literate."

Such measures are interesting, but not very helpful when we are asking ourselves what are essential abilities in language for the general American public. This morning's program has not found room for a discussion of reading, but certainly we can-

not separate completely discussions of reading and writing. I shall emphasize the latter, but always we should not forget that first steps with any native language follow this order: first, hearing and speaking; next reading; and finally writing.*

Perhaps at this point we have time to examine briefly what people in our culture are doing with the art of written composition. Often we become entangled, in school, with inherited patterns of procedure, and come to ignore the larger world outside the classroom. I would be the last to suggest that whatever is being done is necessarily good, or necessarily the thing to promote; nevertheless I would not today teach children how to make a quill pen, nor to adopt Shakespeare's spelling. One or two illustrations may point up changes in our communication scene:

A government official writes a letter which he plans to release to the press; but along with release of the letter he releases a statement explaining it to the public. He can time his interview with reporters to coincide with receipt of the document by the person to whom it was addressed.

A person in San Francisco wrote recently to a relative; she regretted one statement in the letter, and telephoned an explanation in advance of the letter's arrival.

¹Professor of Education, New York University. This paper was read before the Buffalo meeting of the National Council of Teachers of English, Nov. 28, 1949.

* (In learning a foreign language the steps are not always the same: one can sometimes read a language he cannot speak; it is, however, unlikely he could write without being able to read.)

An announcement issued by mail was canceled by radio before anyone received it.

These are simple examples of events which would have seemed fantastic a hundred, or even fifty years ago, and illustrate our constant need to look objectively at the writing scene. What seems to be happening?

1. The telephone has taken over much of the informal communication formerly carried on by letters. While we still write to our friends and family, the average person telephones and telegraphs frequently where notes were once employed. Note the many forms of the telegraph company for greeting the bride and groom, the birthday celebrant, mother or father on special days, friends at Christmas, New Years, or Easter. Forms may be used for condolence; there are cards for the ill, the convalescent, the bedridden and the new mother or for the love message of a Valentine. Whether or not you think such stereotyped devices desirable, they are used by the thousand and tens of thousands, and are not likely to be discarded soon by large numbers of people who accept them as the normal way of behaving. A friend of mine was telephoned recently: "X—is ill; you'd better send a recovery card." The very fact that you understand speaks for the prevalence of the prepared message.

2. Printed forms have superseded letters beginning "Inclosed please find". One now finds a blank on which to note number of items, cost and amount inclosed "including postage". Petitions are sent out in duplicate, with directions for making minor, individual changes. Instead of the formal response once required from the

guest invited to a formal dinner even these invitations often include an engraved return. Newspaper advertising as well as the catalogue includes a form for ordering goods. Announcements of meetings usually end with a form to be torn off, filled in, and mailed. The applicant for a position finds himself using blanks supplied by the employer instead of writing a pleasant letter mentioning "your advertisement in the *Times* for October 16." Applicants who print clearly have a slight advantage over those who write an individual script.

3. While some regret its passing, the long letter discussing the events of the world or the writer's philosophy of life has practically disappeared. The reason may well lie not only in less time for contemplative reading and writing, but also in prevalence of books on all topics, so that there is at least a tendency to mention such a treatise and comment briefly, allowing the book or pamphlet to carry the burden of the message.

4. Masses of printed books, pamphlets, advertising sheets, magazines, newspapers, and duplicated letters have made written communication seem less precious than it once seemed; preservation of letters soon takes space needed for other purposes in our crowded apartments and neat, efficient little cottages.

Related to all of the foregoing is our fairly successful attempt to bring reading and writing to the masses of the people whereas it was once the possession of the few and privileged, and a resultant tendency to treasure books and written copy less. Like the black silk dress, once a lifetime treasure, reading and writing have come to be commonplace, "the season's

basic costume, good for home, office, and the evening out." As you in this audience well know, often much more than half the morning mail goes directly to the wastebasket. Stay away from your desk for ten days. The accumulation is enormous, but a half-hour of skimming will reduce the pile to perhaps five per cent of its original size. Secretaries become skilled in dividing the bulk into two piles: "to be read" and "for later inspection."

There is, of course, a contrasting side to the picture. Perhaps never before and in no other country have so many persons been represented in print. It is not only the letter to the editor, though this item alone probably runs into thousands per month; but in all sorts of fields the little writer is having his day. A survey of books and periodicals does not tell the story. Every line of business has its official publication, or news letter. Your telephone bill and your insurance notice are accompanied by some little insert with its anecdotes or advertising. Add to all this the numbers of persons who for once in a decade or once in a lifetime manage to be read, or heard on the radio—the one-story or one-report persons, not writers or speakers in a regular way—and the story becomes larger and larger. We have, therefore, one of those contradictory situations, where in one breath we say that the arts of speaking and writing are giving way to the mechanics of mailing cards, and in the next we note that every man thinks of himself as a writer of sorts, and manages to be one with or without much training or ability.

This is a disconcerting scene. What are we to do? Shall we stop the teaching of writing? Shall we concentrate on training fillers of blanks, makers of questionnaires,

writers of advertising copy? I think not. The written word is still our great means of thoughtful, permanent communication. Put down on paper, an idea may be criticized, re-examined, memorized. Putting into statements the vague notions which flit through our heads is still a magnificent discipline, requiring a degree of effort equal to that in any art or skill, and rewarding to both writer and reader. Moreover, it is probable, though I would find it hard to prove, that *doing* careful writing is the best device for *understanding* careful writing, and the best device for teaching critical and understanding reading.

We should at this point stop to consider also some of the matters we now know about our language and its use. Once on a time we teachers of the primary and secondary school and even of the first college courses, thought our prime duty was to teach about sentence structure ("Grammar" we called it, although grammar is also much more than structure) and achieve a fairly respectable use of conventional form in the sentence. We now know that good usage is most effectively taught by direct correction and change, and by reading. We no longer believe that teaching abstract statements about the need for a verb will result in the use of verbs, and we can be certain if we read the literature that similar failure will result from other similar measures applied to agreement, case, and/or any grammatical structure.

During recent decades we have, however, added greatly to our understandings of what an intelligent person in our country should know about language. Let me list some of these:

He should know that his language is precious; that it is the major device by which culture is transmitted, and that when it changes he shares responsibility for its change. That should not make him fearful of changes either in vocabulary or structure, but it should make him understand that language is not made and changed by "them" but by "us."

He should, I think, learn something of the role which his own English plays and has played in the world and that other languages also are important; that French, for example, has been for some time the language of treaties and diplomacy; that Chinese has carried great philosophies, as has the language of India; that Latin was once the universal language of Europe. Along with this he might well learn that translation is difficult and always imperfect; and he might find out something of the problems the United Nations has with its many, many tongues, its five official and two working languages.

He should learn that language can mislead as well as communicate. Even a dull child of fourteen can understand enough of the abstracting process to find out that knowing four dark-haired Italians he should not be sure that the next person called Italian will be a brunette. He should learn that while we have such words as "black" and "white", black shades to white, and white to black. Even this not too knowing child can find the danger in either-or statements.

Our students can also learn that words carry to us more than a literal meaning; that they rouse in us feelings, sometimes when we are unaware. This they may see in poetry as well as in propaganda. "Emo-

tive language" is not necessarily bad language; sometimes it is our Jacob's ladder.

There is other sematic knowledge with which our students should become familiar. They should discover the danger in word-magic, that calling a man by a name does not necessarily make him what we say; that describing the postal system as socialist does not transfer our mail to Moscow, nor brand either the writer or the postman as disciples of Stalin. We must teach our students that words are symbols which they use, and that there is stupidity in word magic.

Does all this mean that we are to turn away from any practical use of language and begin to demonstrate a new set of abstractions? Quite the contrary in my judgment. Several positive lines seem to me clearly indicated. Let me state them. This morning's program is too brief for elaboration, but any imaginative teacher can work out a program with a class.

1. I would re-examine the daily exercises with language, the so-called "practical" examples, and do them rather quickly in terms of reality. I would teach the filling in of order blanks instead of writing order letters; give students familiarity with personnel blanks, and similar forms; even with the ballot. Youngsters themselves will quickly find examples of this sort, and handle them with expedition.

2. I would introduce independent writing, limiting it to the topics the student can really handle. Through this medium, of talking simply about the events and questions of his daily life, I would lead the student to discover the power and the pitfalls of language. You may say this is the opportunity for the gifted only. I do not

think so. In a class of low ability students in a miserable district, a class began writing about their own neighborhoods. In writing they used abstractions—"Negroes," "Italians," "politicians," "teachers," "schools," and so forth. Patiently the teacher asked again and again: "All Italians?" "All teachers?" "All schools?" And again and again the students had to search, to examine, to retract.

3. I would make every paper a responsible event. It may be a brief paragraph about a doorway down the street; it may be a list of what one saw in a window. Whatever the matter, there is a place for honesty, clarity, and effort.

4. I would relate experience with writing and speaking to reading, asking from the writer the same honesty, clarity, and effort that the students expend on their little papers. They need not think of themselves as great authors; but the *moral quality may be the same*. This, of course, means that we do not ask them to go beyond their understanding in talking about the books. "How shall we discuss this novel?" I asked a class recently. At once two students suggested "Let's discuss how well the author achieved his purpose." They knew almost nothing about the author or his times, and, it later developed, not too much about what was said in the book. But they were ready to discuss the author's success without delay. These were not stupid or basically dishonest students; they were just two among many who had not yet discovered that language is the stuff of thought, and that thinking is a slow, careful, but intrinsically satisfying process.

We have tried, in these United States, to develop a literate, cultured population,

in half a century, changing the people as they came from all over the world to what we think of as "educated American citizens." Within a generation our secondary schools have grown to include almost all adolescents instead of the small per cent of the first decade of the century; we have manned these schools with thousands of teachers who came from homes without literary background; we have put great value on diplomas, marks, scores on tests, and books examined but scarcely read. So eager have we been for the name, regardless of the reality, that we have retold books in infant language so that our students might say and even think they had read these pieces. Our communication scene today is littered with trashy magazines and books, with foolish broadcasts, with trivial and childish moving pictures. Superficiality is the penalty of trying to do more than we can. Perhaps not everyone in the land is ready to read *Macbeth* or to write a sonnet. Better, it seems to me, that each read what he can honestly understand, and admit on occasion that he is baffled; better that the boy or girl write a simple account of what he saw on the street than that he write a collection of stereotypes on democracy. Let him, perhaps, admit with all of us that he is learning about democracy and has much to read and to think before he can say what should be. Misuse of language, as Hitler demonstrated, is a terrible thing; we teachers of English can at the very least teach our students that language is a tool of thought, a tool which can be sharp and keen, but is easily blunted. Alice was wrong, for once: It makes a great deal of difference whether one says "important" or "unimportant."

Look and Listen

Edited by LILLIAN NOVOTNY¹

Radio

The shift in emphasis since the War on news coverage by radio away from the international scene to national and local events is graphically illustrated in a comparative analysis by the American Broadcasting Company's news editors of WJZ's Esso Reporter broadcasts in 1945 and 1950.

The Esso Reporter program was selected for the analysis because of its strict policy of excluding all material of an editorial nature and because the program is aired four times daily, thus offering a comprehensive cross-section.

For the study, broadcasts of six days in January, 1945, were compared with the same six days of January, 1950.

The figures reveal that in January, 1945, events of international importance average 62.6 percent of the total news items. Five years later, the international news average had dropped to 12.8 percent of the total. By contrast, local items, totalling 17.9 percent of all items in 1945, had jumped on the average of 40.5 percent in 1950. News events of a national nature increased from 19.6 percent in 1945 to average 46.7 percent in the five-year period the ABC survey shows.

The breakdown of the figures is illustrated by the following table:

Year	Local	National	International
1945	17.9	19.5	62.6
1950	40.5	46.7	12.8

No School Today, a big two-hour Saturday morning show for children, featuring Jon Arthur, had its premiere at 8:00 a. m. CST, February 18, over the American Broadcasting Company network.

Although designed primarily for youngsters, *No School Today* is fashioned in such a way that adults can enjoy it too, because it reveals many of the problems that older persons are often called upon to solve. The two principals around whom the format centers are "Big Jon" and his small pal "Sparky," a character created by a recording trick. In a general way, "Sparky's" dreams and hopes and problems are typical of those of small fry the world over.

In the featured role of "Big Jon," Jon Arthur acts as narrator and pal of the younger boy, and the two talk, have fun, discuss problems, and listen to records.

No School Today originates from Station WSAI in Cincinnati, Ohio.

Films

Twenty-six universities throughout the United States have been chosen to award the fifth annual Encyclopaedia Britannica Films Summer Scholarships by the EBF Films Scholarship Selection Board, it was announced by Floyd E. Brooker, chairman of the board.

The universities, ranging from Maine to California and from North Dakota to Florida, will select some 97 scholars to study this summer on the EBF tuition grants. All applicants must be those who are interested in using audio-visual materials in the field of education and will be chosen directly by the 26 participating universities, Mr. Brooker, who is Chief of Visual Aids to Education, U. S. Office of Education, declared.

All interested in applying for the awards during the summer of 1950 should apply directly to the university of their choice, Mr. Brooker¹ Miss Novotny is principal of the Oriole Park School in Chicago, and a member of the Council's Committee on Radio.

said. The deadline for applications is April 15, and winners will be named shortly thereafter.

The EBF Scholarship Board selected the 26 universities after considering the visual programs of 111 institutions which applied for the grants. Other members of the Scholarship Board, in addition to Brooker, are Irving Boerlin, audio-visual director, Pennsylvania State College; Professor Edgar Dale, Ohio State University; Margaret Divizia, superintendent of visual aids, Los Angeles City Schools; Elizabeth Goltzman, audio-visual director, St. Louis City Schools; William R. Fulton, director of visual education, extension division, University of Oklahoma, and Kenneth D. Norberg, head of the audio-visual center at the University of Chicago.

All of the universities chosen by the board have outstanding audio-visual programs and will offer full time courses in audio-visual instruction for the scholars who are appointed for the tuition grants, Brooker said. "One of the urgent needs of our time is the training of people in the use of pictorial means of communication," Brooker said, "to the end that the same power which makes a comic book and the theatrical motion picture effective can be applied to the problem of education. These scholarships are a step in that direction."



Encyclopaedia Britannica Films, which recently celebrated its 20th anniversary as a producer of educational films integrated with the school curriculum, now has a library of more than 330 sound 16 mm. films for teaching purposes. These films, used throughout the United States, are also used in more than 50 countries of the world and have been translated in 13 different languages.

Also announced by Encyclopaedia Britannica Films Inc., Wilmette, Illinois, is the release of four new educational films:

The Ears and Hearing, a one-reel 16 mm. black and white subject, describes the physiology and functions of the human ear with animated drawings and close-up photography and explains common causes of impaired hearing.

Life of a Plant, a one-reel color subject created primarily for middle grade science classes, shows steps in the life cycle of a typical flowering plant, the pea, by means of time-lapse photography and animated drawing.

Copper: Mining and Smelting, in full color, is one of a continuing series of EB Films on the natural resources and technological processes in use in the United States. The film gives a graphic account of an open pit copper mine in operation and illustrates the main steps in extracting copper from ore.

Yours Is the Land is a 20-minute forum film in color, designed primarily for use in discussion groups and meetings interested in the national problems of land, forest and water conservation.



Young America Films, Inc., 18 East 41st Street, New York City 17, has announced the release of two new films:

Life in an Aquarium, one-reel, sound, designed to implement the science curriculum of the lower elementary grades, presents its lesson around the story of setting up, stocking, and maintaining a classroom aquarium. It explains how fish breathe under water, and illustrates the difference between lungs and gills; shows how fish use their tails and fins for locomotion; the stages in the development of the frog from the tadpole; and explains how water snails move about and protect themselves. Prints can be purchased at \$40.00 each.



Home Management: Buying Food, one-reel, sound, is the first in a new series designed to

treat the major problems of managing the household. This film is of vital importance to young people who will eventually have the responsibility of keeping their own homes, as well as the men and women who now do the family food shopping. The film points out the major principles which must guide the wise and economical shopping for the family's food supply. It discusses the dangers in "impulse buying," and presents other important factors, such as quantity buying, understanding the descriptive labels on canned goods, seasonal buying, and the guiding factors in buying meats. Prints can be purchased at \$40.00 each.

Joint Estimates of Current Motion Pictures, 28 W. 44th St., New York 18, New York, recommends *Francis* as a film for the family and for children's programs. Based on David Stern's whimsical tale of Francis, the talking Army mule, this intriguing farce-comedy with a novel twist is engrossingly entertaining from start to finish. As Francis and the lieutenant proceed from one heroic feat to another in fighting the war in the Burma jungle, Army brass, Army medicos, Army Intelligence and Army politics in general, come in for considerable gentle and not-so-gentle ribbing. A highly imaginative tale is well told and finely interpreted with Donald O'Connor as the innocent and confused second lieutenant completely dominated by the almost-human character of Francis. The dialogue is delightfully witty; the satire, deft and amusing. Frank Skinner's music is kept in martial mood to fit in with the military locale. Production values are expert.

Child Audience Reaction (Wiggle Test): The test audience of children received this one with awe and delight, both Francis, himself, and the bewildered young Lieutenant winning their sympathies immediately. Only in one scene (in which a love situation seemed imminent) did the reaction curve fall below the Close Attention level. For the most part the general re-

sponse was one of the all-time highs in Wiggle Test records.

Filmstrips

Six more historical stories in filmstrip form are being released by Young America Films as Set No. 2 of the YAF *Children of Early America Series*. Designed for American history classes in elementary school and junior high school, each of these new full-color filmstrips is an original and dramatic story of a fictional boy or girl who lived during an important period of American history. Through the eyes of these boys and girls we see the daily life of the people, the well-known historical characters, and the important moments of our nation's history. The six titles comprising Set No. 2 are as follows:

- Stowaway around the Horn* (43) frames) — By Clipper Ship to San Francisco, 1849
- Wagons to the West* (46 frames) — The Santa Fe Trail, 1834
- The Patroon's Gift* (44 frames) — The Dutch in New York, 1660
- Rescued by Boone* (46 frames) — On the Wilderness Trail to Kentucky, 1780
- Tow-Path Boy* (45 frames) — On the Erie Canal, 1827
- The New Fort at Chekagou* (46 frames) — Chicago, 1819

Each of these new filmstrips is done in original, full-color art work, reproduced on Ansco color film. The first six stories of this series (Set No. 1) were released by YAF in January, and Set No. 3 consisting of another six stories will be released in April. Prints of these filmstrips can be purchased at \$30.00 per set of six, from any YAF dealer or direct from Young America Films.

Six new black-and-white filmstrips for geography and social studies classes at the elementary school and high school levels are also being released by Young America Films under the general title of *Products and Industries Series*,

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Set No. 1. Each filmstrip presents the complete story of an important product or industry, telling where the raw material for the product comes from, how it is processed or manufactured, the many uses made of it, and its importance to our daily life. The six titles which make up Set. No. 1 are as follows: *How We Get Our Iron and Steel* (40 frames), *How We Get Our Copper* (42 frames), *How We Get Our Cotton* (44 frames), *How We Get Our Rubber* (46 frames), *How We Get Our Coal* (41 frames), and *How We Get Our Aluminum* (46 frames). Prints of these new filmstrips can be purchased at \$16.50 per set of six.

Recordings

According to the *FREC Service Bulletin* for January, there are four new additions to the Script and Transcription Exchange (Office of Education, Washington, D. C.): three are recordings of programs prepared for broadcast by United Nations Radio, and one is prepared by the Department of State in cooperation with the Advisory Commission on Educational Exchange. The latter-named is available for broadcast as for in-school listening, but the U N programs are restricted to use only over non-commercial educational facilities. Detailed descriptions follow:

Could Be — A 60-minute recording of a special broadcast by Norman Corwin, commemorating the tenth anniversary of the beginning of World War II, but at the same time celebrating another occasion—the undated, unscheduled, but entirely possible creation of an era of world progress that “could be” if the Nations of the world got together and attacked common problems with the same vigor and resourcefulness with which from time to time they have attacked each other.

Hard Core — A 30-minute program giving an authoritative story of the work of the International Refugee Organization (IRO) par-

ticularly as it has to do with a group of people in DP camps who for reasons beyond their control are unacceptable to nations that are accepting immigrants from DP camps, and, who form what is referred to as the “hard core” in the IRO program. Story is based on a European trip by Allen Sloan, who recorded the voices and wrote the program. Van Heflin, well-known screen actor, is the featured star.

Junction in Europe — A 30-minute recording of a special program prepared to show the work of the Economic Commission for Europe (ECE). In a travelog across Europe, Gilbert Parker as writer and narrator describes the work of the UN organization, ECE, which is responsible for bringing various European governments together to relieve bottlenecks and shortages, and to improve distribution where materials are available. Standardization of customs and other frontier routines by a considerable number of European countries are described in the program as one example of the ways in which economic recovery is being expedited.

Trading Ideas with the World — A 30-minute discussion program recorded especially by the Department of State for distribution through the Script and Transcription Exchange. It is based on the report of the U. S. Advisory Commission on Educational Exchange and is designed to acquaint listeners with the work of the Commission as it relates not only to the two-way exchange of people, but of books and other printed materials which presently are being distributed through one-way U. S. installations in other countries. The program lends itself to sponsorship by local community groups where it might be used as a springboard for further discussion. Teachers and students will find in it the stimulus for further examination and study with a view to possible participation and support. Members of the roundtable panel are Dr. Harvie Branscomb, Chairman, U. S. Advisory Commission on Educational Ex-

(Continued on Page 277)

The Educational Scene

Edited by WILLIAM A. JENKINS¹

A survey of the teaching of English in Wisconsin, made by Robert C. Pooley of the University of Wisconsin and Robert D. Williams of Superior State Teachers College, reveals:

"The essential weakness in the teaching of English rests upon the inadequate training of teachers—the excessive student load which many of them are required to carry—and the survival of outmoded attitudes toward methods and materials—. Too much emphasis is placed upon corrective rather than creative English, and the goal of communication becomes lost in the details of grammar and usage." —*Teaching Progress* (Milwaukee, Wis, Public Schools).

Boys and Girls Week will be observed this year in hundreds of communities throughout the United States and Canada from April 29 to May 6. The celebration will mark the 30th annual observance of this important youth event.

With the theme, "Youth's Responsibilities," the program is designed to focus public attention upon the interests, activities, potentialities, and problems of youth and to give impetus to character-building activities of youth-serving agencies. It calls attention to the organizations and programs serving the needs of youth, and seeks to arouse the interest of the entire community in supporting measures to strengthen and insure the wholesome, purposeful development of all boys and girls.

Information about Boys and Girls Week, including a poster and Manual of Suggestions, together with information about poster stamps and other suggestions for carrying out the program of the week, may be obtained free f

charge from Boys and Girls Week, 35 E. Wacker Drive, Room 950, Chicago 1.

Good news in the world of children's books is the recent announcement of the publication of the first volume of the *Oxford Junior Encyclopedia*. Each volume will deal with one subject. The first three volumes are devoted to mankind, natural history, and the universe. The encyclopedia is published by the Oxford University Press, \$10 a volume.

State Teachers Magazines, Inc., offers *Little Nipper*, a 20-page catalog of records for children, and *Child Training*, by Elizabeth Hurlock, a basic psychology booklet to interested teachers, at three cents each.

Little Nipper (Radio Corporation of America) includes a story about each record to aid in the selection of appropriate records for various ages. *Child Training* (Wrigley Company) is made up of reprints of articles that have appeared in *Hygeia*. 8 complete articles, 24 pages. Teachers of the younger group may find this booklet helpful in dealing with children and their parents. Write to 307 N. Michigan Avenue, Chicago 1.

Educational Service offers a free catalog giving a comprehensive list of recordings from outstanding educational recording companies. The recordings, classified according to subject, are in the fields of foreign languages, geography, history and civics, literature, drama, poetry, music, and speech. For copies of the catalog write to Educational Services, 1702 K Street, NW, Washington 6.

¹Mr. Jenkins is a graduate assistant in Education at University of Illinois.

The American Council on Race Relations, 4901 Ellis Ave., Chicago 15, issues and keeps up to date a series of bibliographies listing materials pertaining to the problems of minority groups. The following are currently available at 10 cents each: *Minorities and Intergroup Relations*, *Discrimination in Employment*, *Legislation Affecting Minority Groups*, *Discrimination in Housing*, *Discrimination in Education*, *Community Organization for Intergroup Relations*.



We Count in 1950, by Dr. Frank W. Hubbard, Research Director of the NEA, a booklet describing the work of the Census Bureau, the history of census-taking, and the procedures for the 1950 count, with suggested classroom activities to acquaint pupils with the Census, has been distributed to schools throughout the country by the Bureau. Separate editions have been issued for elementary and secondary schools.



To assist groups planning to observe Pan American Day, April 14, the Pan American Union offers free distribution of material. Teachers and group leaders will be supplied with an abundance of program helps if they will state their needs to the Division of Special Events, Pan American Union, Washington 6.



Questions and Answers about the United Nations, a 28-page booklet recently released by the Department of State, is available in limited quantities, to organizations, without charge. The booklet answers questions about the political, economic and social functions of the UN, the limits of power, the Marshall Plan in relation to the UN, etc. This column feels that the booklet will be valuable only to advanced students. Teachers, however, will find it a rich addition to their materials on the United Nations. Write to group Relations Branch, Division of Public Liaison, Department of State,

Washington 25, giving proposed uses to which pamphlet will be put.



Make It Yourself, a new book written by Bernice Wells Carlson and illustrated by Aline Hansens (Abingdon-Cokesbury Press), shows children from seven years up how to put together some amazing toys of their own from the available household raw materials—scraps of paper, cardboard, cork, vegetables, and scrap-bag and sewing-basket odds and ends. The book's 160 pages carry 120 illustrations. Its opening chapter discusses equipment, working places, and methods of collecting and storing materials. The other 17 chapters are classified according to the various raw materials to be used. The simple directions can be followed without adult help.

Make It Yourself has been tested, with success, on several large groups of children between the ages of seven and ten. It is published in both cloth and paper-bound editions. For information write the publisher.



Recent publications of interest to language arts teachers:

America's Stake in Human Rights (Crary and Robinson, National Council for the Social Studies [NEA], 1201 Sixteenth St., NW, Washington 6. 25 cents.) A resource unit dealing with seven concepts in human rights education. Lists suggested activities and sources of additional materials, mostly inexpensive on the subject. 51p.

Enjoying Leisure Time (William C. Menninger), and *How to be a Better Speaker* (Bess Sondel, both published by Science Research Associates, Inc., 228 S. Wabash, Chicago 4. 60 cents each.) Latest in the Life Adjustment Series. Instructor's Guide comes with each booklet.

Answering Children's Questions (Hunnicut), and *Your Child's Leisure Time* (Let-

9

ton, both published by the Bureau of Publications, Teachers College, Columbia University, New York. 60 cents each.) Latest in the Parent Teacher Series. Aimed at helping parents and teachers to find greater understanding of the mutual task of helping boys and girls to grow up successfully.

Word Analysis; Phonics (The American Book Company Language Arts Bulletin. Write to 88 Lexington Ave., New York 16.) Others in the series, available to teachers upon request, include: *The Language Arts Approach to Reading*, *Directed Reading Activities*, *Goals in an English Program*, *Directed Reading Readiness Activities*, *Developing Initial Reading Vocabulary*, *Therapeutic Reading*, and *Therapy Means Understanding*. Edited by Emmett A. Betts.



Civil Rights: Barometer of Democracy, by Edward J. Sparling, a new Freedom Pamphlet published by the Anti-Defamation League of B'nai B'rith, calls civil rights the keystone and the barometer of democracy—a democracy founded upon freedom, equality, and the affirmation of the dignity of the individual. To the author the defense and extension of civil rights are more than political necessity. They are a moral obligation that stems from the spirit which formed our country. He makes a plea for equality of opportunity for all people. In the realm of politics the poll tax must go. In the field of economics a strong FEPC must be enacted. In society segregation must go. In the educational world the abolition of quotas, economic barriers, curricular restrictions, undemocratic administrative control of schools, and the establishment of a Fair Educational Practices Law are a necessity.

For further information about the pamphlet write to the Anti-Defamation League at 327 S. LaSalle St., Chicago 4, or 212 Fifth Ave., New York 10. 48 pp. 25 cents.



The nation's 25,000 high school principals,

speaking through a committee of the National Association of Secondary School Principals, have taken a strong position on what radio, movies, and television should be like. Worried about the effect of these three media on youth the committee has produced a report designed to lead the three "industrialized art forms" toward "a desirable harmony of educational and moral values."

Of motion pictures the principal say:

The problem is not so much to distinguish those pictures which are suitable for youth from those which are suitable for adults, as it is to get rid of intrinsically immoral pictures which are fit for no one. In the first part of this task, the schools as well as the industry have a direct responsibility for they provide the medium in which standards become crystallized in the minds of the young. A weekly or fortnightly motion picture appreciation course, for example, might well establish a public taste which would make unprofitable the production of motion pictures calculated to appeal to the baser instincts or which are insulting intellectually.

The latter part of the task seems to be one of distribution. The industry would be well advised to establish a method of distribution and exhibition which would result in uniformity of program appeal. Elimination of the double feature would go far toward solving this problem. The complete eradication of "block-booking" on the part of distributors along with the abandonment of "blind-buying" by exhibitors, should further assist the effort. Honest, and informative advertising might well complete the process.

Of radio:

Children of secondary-school age are subjected to radio entertainment for approximately four hours a day. Such a constant stream of sound, even if listened to only in small part, has a marked influence on these young people. Mercifully, they are protected from "soap operas" by their daytime occupation in school. But there are other types of programs available during youth's four-hour listening: "Give-away" programs whose sole appeal lies in the million-to-one chance that the listener may receive something for nothing; musical programs of inferior quality whose masters of ceremonies

praise performers who evidence little if any artistic achievement; mystery and horror broadcasts—all these have had psychological effects upon teen-agers.

The notion that if one is "lucky" he need not strive to perfect his talents and abilities constitutes a spurious conception of the demands which modern life justly makes upon the individual and decries the high purposes to which education is dedicated.

Television:

Television inherits all the duties and responsibilities of its forbears. By taking heed of the errors committed by the motion picture and radio industries, and by seeking competent advice both as to "what the public wants" and what will best serve the needs and interests of the public, television has the opportunity to avoid the pitfalls usually inherent in the developmental years of any medium of entertainment.

The report may be obtained without charge from the Association of Secondary School Principals, 1201 Sixteenth St., NW, Washington 6.

Employment Outlook for Elementary and Secondary Teachers, a 90-page bulletin recently released by the Department of Labor's Bureau of Labor Statistics in cooperation with the Veterans Administration, points out that America's colleges will have to train four times as many grade school teachers than were trained last year to meet the peak need for new teachers in 1953-4.

The main cause of the severe grade school problem, has been that teacher-training institutions in most states are turning out far fewer teachers than are needed. In 1949, for example, 25,000 teachers were trained, yet the need was for 75,000. The increase of enrolments by the "war babies" reaching school age, with the peak to come in 1957, has made the shortage more acute.

The picture for high school teachers is quite different. Nearly every state now has an oversupply of high school teachers, except in special subject fields such as home economics, com-

mercial work and industrial arts. In 1949, four high school teachers were trained for every one who was needed. However, the outlook for teachers at the secondary school level may become worse before it gets better. The number of high school teachers required in most states probably will decline slightly until 1952. For three years after 1952, the report predicts a slowly increasing need. Next will come a rapid increase until the late 1950's as the peak number of students move from the lower grades into high school. The bulletin (No. 972) is available from the Government Printing Office. Price 35 cents. A brief summary of the report, with a wall chart indicating the trends of teacher supply and need may be obtained free of charge from the Bureau of Labor Statistics.

Here are the outstanding needs in American education, according to Willard E. Givens, Executive Secretary of the NEA: to teach the arts of peace; to emphasize basic skills in thinking—reading, listening, observing; to analyze facts; to teach real life; to serve *all* the children; to provide complete education from early childhood to late adulthood; to improve school support; to provide enough good teachers; to make teacher salaries attractive; to improve public relations and promote greater public appreciation of education; to improve human relations; and to provide more adequate school plants and facilities.

One of the troublesome problems art teachers have is to convince parents that encouraging children to copy the drawings and illustrations of adults hinders their natural artistic development and does more harm than good. So says A. G. Pelikan, Milwaukee public school director of art education. A mistaken idea of parents is that art education in the schools should prepare children to become artists. "What we aim to do is to train people to see beauty in daily life," says Mr. Pelikan.

Review and Criticism

[Brief reviews in this issue are by Ralph Thompson and Celia B. Stendler. Unsigned annotations are by the editor.]

For the Teacher

Claremont College Reading Conference, 14th Yearbook, 1949. Conference Theme, "The Problems and Techniques Involved in Reading Social Relationships." Jointly sponsored by Claremont College and Alpha Iota Chapter of Pi Lambda Theta. Claremont, California: Claremont College Curriculum Laboratory, 1949. \$2.50.

The Claremont Conference in 1949 was organized into four divisions: "Reading Language Signs," "Reading Personal and Social Relationships," "Reading Socio-Political-Economic Situations," and "Reading Aids in Psycho? Educational Reading." The collection of papers dealing with these four areas contain a wealth of stimulating ideas. Unlike many similar volumes of *Proceedings*, this book avoids preoccupation with summaries of specialized research studies. It addresses itself to the broader aspects of reading as a means of coming to grips with reality. The address by Lou La Brant (originally given before the summer, 1946, "Seminar of the Institute of General Semantics at Lakeville, Connecticut), discusses language as a way of Thinking and of dealing with the real world. Gertrude Addison's paper on "Reading as a Language Art" stresses reading as a social instrument; and Lillian Gray elaborates the role of the Great Books in the process of self-understanding. Other evidences of interest in the broader aspects of reading are the papers on the modern dance, posture, general semantics, soil conservation, the American Scene, and relations with the Soviet Union. A particularly valuable section of the book is the final division dealing with various measures of personality and reading ability. I. Q. tests, the Rohrschach Test, The

Thematic Apperception Test, and other instruments and techniques of measurement are explained in detail.

An analytical index would increase the usefulness of the volume.

For Early Adolescents

Real People, I, II, III, and IV. Edited by Frances Cavanah. Row, Peterson and Co. \$2.45 each collection, less educational discount.

This series of brief biographies for young people represents an application of the Unitext idea to the field of biography. Each of the four collections consists of six pamphlets, encased in an attractively illustrated box suitable for shelving. Series I includes colonial characters—Columbus, de Soto, John Smith, Le Salle, Stuyvesant, Roger Williams; Series II, the period of the Revolution—John Paul Jones, Abigail Adams, Father Serra, Benjamin Franklin, George Washington, Thomas Jefferson; Series III, the Building of the West—Ah-yo-ka and Sequoya, Daniel Boone, Zebulon Pike, Narcissa Whitman, Rufus Putnam, John Jacob Astor; Series IV, miscellaneous statesmen, inventors and others—Abraham Lincoln, Robert E. Lee, Jane Addams, George W. Carver, Thomas A. Edison, James H. Hill. All the pamphlets are profusely illustrated.

Publication of the biographies as separate units has numerous advantages. To the youngster who finds the full-length biography or anthology of readings too formidable for voluntary reading, these pamphlets may prove the key to a new kind of reading interest. For the teacher interested in encouraging diversified rather than regimented reading in a class, the collections provide a variety of materials which may be shared in group discussions. The plan of boxing the pamphlets should please librarians who find individual paper-bound booklets difficult to shelve and index.

These biographies are all written at approximately the same level of reading difficulty. Perhaps in future ventures of this kind an effort should be made to include materials of varying difficulty levels within the same series, to meet the problem of the teacher who seeks to adapt her instruction to the varying abilities of her pupils. The flexibility of the Unitext plan permits a kind of differentiated instruction impossible with the full-length biography or anthology.

It is to be hoped that the publishers may be encouraged to follow this series with others on themes not necessarily historical, including perhaps poetry and fiction as well as factual narrative. In any case, further creative experiments in textbook publishing such as this are much needed today.

In Woods and Fields. By Margaret Waring Buck. Abingdon-Cokesbury Press. Cloth, \$3.00. Paper \$1.75.

Here is a store-house of nature lore that should prove irresistible to most children and youth. Its content is divided into five parts: "Spring, Summer, Autumn, Winter, and More to See in Spring and Summer." Each section is further divided into the nature subjects that may be found in woods, in fields, and by the stream. Each of the many short sections in these subdivisions deals with some one animal, plant, flower, or insect and is accurately and amply illustrated in black and white. The last section—"More to See in Spring and Summer"—consists of additional data in catalog style.

The text of the major portion of the book is simple. Mixing the technical with the non-technical it does a fairly good job of maintaining the reader's interest.

R. T.

The Modern Wonder Book of Knowledge. Compiled under the Editorship of Norman Carlisle, Arnold Romney, and Geoffry Mott-Smith. Winston, \$4.95.

A 690-page illustrated cyclopedia for boys

and girls in the middle and upper grades, dealing with modern developments in the fields of industry, science, transportation, and communication. Boys especially will like the exciting descriptions of frontier activities in aviation, astronomy, engineering, and scores of other fields which appeal to the imagination of most young people. Grownups, too, will read the book with pleasure. The illustrations include many hundreds of line drawings and large, attractive photographs.

Loblolly Farm. By Madye Lee Chastain. Harcourt Brace, \$2.25.

Melinda, who spends a summer at her grandfather's farm in the bayou country of Texas during the early 1900's, finds a wealth of exciting adventures in exploring the swamps for Indian graves, hiding in cyclone cellars, while storms rage overhead, and cautiously investigating "haunted" houses. Equally exciting for her are the explorations in human personality. Contrasted to the warm understanding of grandfather and grandmother is the bigotry of Sedalia and Miss Graybird who sniff at the Firch family and their poverty. The snobbery which makes the Firch family its target is muzzled at the end of the story. A cyclone has destroyed the Firch's ramshackle house, and everyone, including Sedalia and Miss Graybird, contribute gifts to the house-raising and furnishing.

Despite the ease with which caste and class are swept aside at the end of the story, there is throughout that part of the story which involves the Firch family a feeling of "poor-but-clean" smugness. Democracy somehow does not seem to materialize, for the reader is made conscious—through their manner of speech, their hero-worship, and their humility and pride—that the Firchs are still poor whites. It is to be doubted, too, if the sudden conversion of Sedalia and Miss Graybird will be very permanent.

Granted that class and caste are parts of our

society, it is to be questioned if such facile "solutions" help any in bringing to children a real understanding of their meaning. R. T.

Hey, Mr. Grasshopper. By Floy Perkinson Gates.

Illustrated by Valenti Angelo. Privately Printed. \$3.75.

In this little book of verse there is a wide range of subjects that should prove interesting to some high school students. Although most of the titles and illustrations might lead one to believe that the book was intended for younger children, there are many poems too subtle in form and thought to be enjoyed by any students below the seventh grade.

The book derives its name from the following poem:

"Hey, old grasshopper, please tell me,
Have you any excuse
For hitting me and spraying me
With your tobacco juice?
Don't you know that I can tie you
To a little round peg,
And that the fairies can make you
Saw wood with your hind leg?"

Most of the poems are of this sort, finding their subject matter in nature and fantasy. They are not all, however, so simple and direct.

R. T.

For the Middle Grades

The Egg Tree. By Katherine Milhous. Illustrated by the author. Scribner's, \$2.00.

When an Easter-egg hunt brings to light the eggs that "Grandmam" had decorated when she was a girl, she invents the Easter-egg tree so that the children may enjoy the occasion more fully. She teaches them how to design the Pennsylvania Dutch motifs for their eggs. As each year passes, the tree becomes more of an institution, until crowds of people are visiting the home to see it.

This story, based on the real experiences of a Pennsylvania Dutch mother, is illustrated with the bold designs and colors peculiar to the art of the people of the "Red Hills of Pennsyl-

vania." Its story and format will please a wide audience of children and should prove useful to teachers of art. R. T.

For Younger Children

How Your Body Works: A "Let's Find Out"

Book. By Herman and Nina Schneider, with pictures by Barbara Ivins. William R. Scott, Inc., \$2.50.

The Schneiders have rung a bell again with their fascinating new book, *How Your Body Works*. The body is presented as a machine, and the functions of its various parts—digestive system, circulatory system, nervous system and the like—are made clear through simple experiments which children can do with a minimum equipment. The book serves two purposes: it gives the preadolescent knowledge of how his body works (and we know this is a concern of 9 year olds and up); it also helps the growing youngster see the *sense* of health rules rather than simply preaching them. Carefully planned illustrations add clarity to the reading material.

How Your Body Works can be strongly recommended for grades 4, 5, and 6. However, the combination of light vocabulary load and challenging material also makes it useful for remedial readers in junior high and high schools.

C. B. S.

Frogs and Toads. By Herbert S. Zim. Illustrated by Joy Buba. Morrow, \$2.00.

In this delightful and accurate book Dr. Zim has demonstrated again his skill in writing on scientific subjects in a manner attractive to many different age-levels of pupils. Previously he has published *Homing Pigeons*, *Rabbits*, *Goldfish*, *Elephants*, and *Snakes*. His style is clear and non-technical, bringing to the reader the full life story of toads and frogs from tadpoles to adulthood with a maximum of interest and a minimum of scientific nomenclature. Near the end of the book the reader is instructed in how to differentiate between varieties of toads and frogs and how to care for them as pets.

Dr. Zim's text is aided by the attractively designed, and realistic illustrations of Joy Buba. The large print and heavy paper also help to make the book a "must" for every nature library.

R. T.

Who Dreams of Cheese. By Leonard Weisgard. Scribner's, \$2.00.

This whimsical book of dreams, handsomely illustrated in color by the author, explores the "subconscious" of birds, mice, rabbits, foxes, horses, squirrels, dogs, cats, fish, and boys and girls. As it interprets the dreams of this familiar array of animals, it moves from the observer's point of view to that of the dreamer, carrying on much of its description in the first person. For this reason, the style is crisp and vital, charging the imagination of the reader or listener with a more colorful picture than is usually possible through narrative style.

The illustrations skillfully convey the dream-

quality of the text, and both are a blend of the real and the not-real that children usually enjoy.

R. T.

Arithmetic Can Be Fun. By Munro Leaf. J. B. Lippincott.

Arithmetic Can Be Fun contains many ideas for presenting number concepts which primary teachers will find helpful. It is also the kind of book which might be added to the library table for children to read on their own. Material is presented in typical Munro Leaf style, with many cartoons profusely sprinkled throughout the text. Mr. Leaf begins with an historical presentation of how our numbers 1, 2, 3, 4, 5, 6, 8, 9, were developed, and builds up a concept of 0 as a space saver—all of which sounds formidable but isn't. Measuring, adding and subtracting, simple fractions are likewise treated in a manner that primary children can easily grasp. Arithmetic *can*, indeed, be fun as Mr. Leaf presents it.

C. B. S.

LOOK AND LISTEN

(Continued from Page 269)

change and Chancellor of Vanderbilt University; William C. Johnstone, Jr., Director, Office of Educational Exchange, Department of State; Kendrick Marshall, Director, Division of International Education Relations, U. S. Office of Education; and Joseph C. Harsch, well-known radio commentator and writer.

Both the UN and the above-mentioned

program are recorded on 16-inch single-faced discs at a speed of 33 1/3 r. p. m.

General

See and Hear for January, 1950, is an extremely interesting issue devoted to a nationwide survey of state and county programs in audio-visual aids in addition to audio-visual leadership views.

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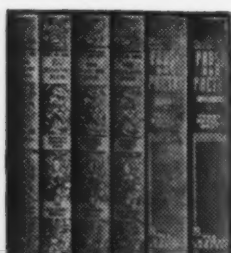
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